DOCUMENT RESUME

ED 292 689 SO 018 304

AUTHOR Killoran, James, Ed.; And Others
TITLE Computers: The New Classroom Aid.
INSTITUTION Association of Teachers of Social Studies, New York, N.Y.; United Federation of Teachers, New York, N.Y.
PUB DATE 87
NOTE 67p.
AVAILABLE FROM ATSS/UFT Journal, United Federation of Teachers, 260 Park Avenue South, New York, NY 10010.
PUB TYPE Collected Works - Serials (022) -- Guides - Non-Classroom Use (055)
JOURNAL CIT ATSS/UFT Journal; v43 n1 Spr 1987

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Classrooms; Classroom Techniques; Computer Assisted Instruction; Computer Managed Instruction; Computer Oriented Programs; *Computers; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Individualized Instruction; Instructional Systems; Programed Instruction; *Social Studies; Teaching Machines

ABSTRACT

The articles in this journal issue describe various aspects of the computer revolution's impact on social studies teaching. The first two articles address the theoretical background of computer implementation in social studies classrooms. Robert Consigli and Mark Jarrett describe how the computer should be used in "The Social Studies Revolution and the Computer Revolution," while Charles White compares social studies education and instructional computer technology in "Computers in Social Studies: An Overview." Four articles discuss specific computer classroom applications. Hazel Greenberg, in "What's Next for 'Next Step,'" describes word processing projects, and Frank Melia explains developing writing skills in "Writing in a Social Studies Computer Lab." In "Using a Database to Investigate the Presidency: Meet the Presidents," Michael Yaeger describes a "presidential research project," while James Killoran reports on a learning activity using a spreadsheet program, in "What If ...?" Two articles provide ideas for non-teaching computer applications. Richard Germundsen illustrates how teachers might reduce record-keeping tasks in "Could a Computerized Gradebook System Help You?" and Patricia Hanham tells how paperwork can be facilitated in "Using the Computer for Classroom Management." (JHP)

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ATSS UFT JOURNAL

VOL. XLIII, NO. 1
SPRING 1987

IN THIS ISSUE

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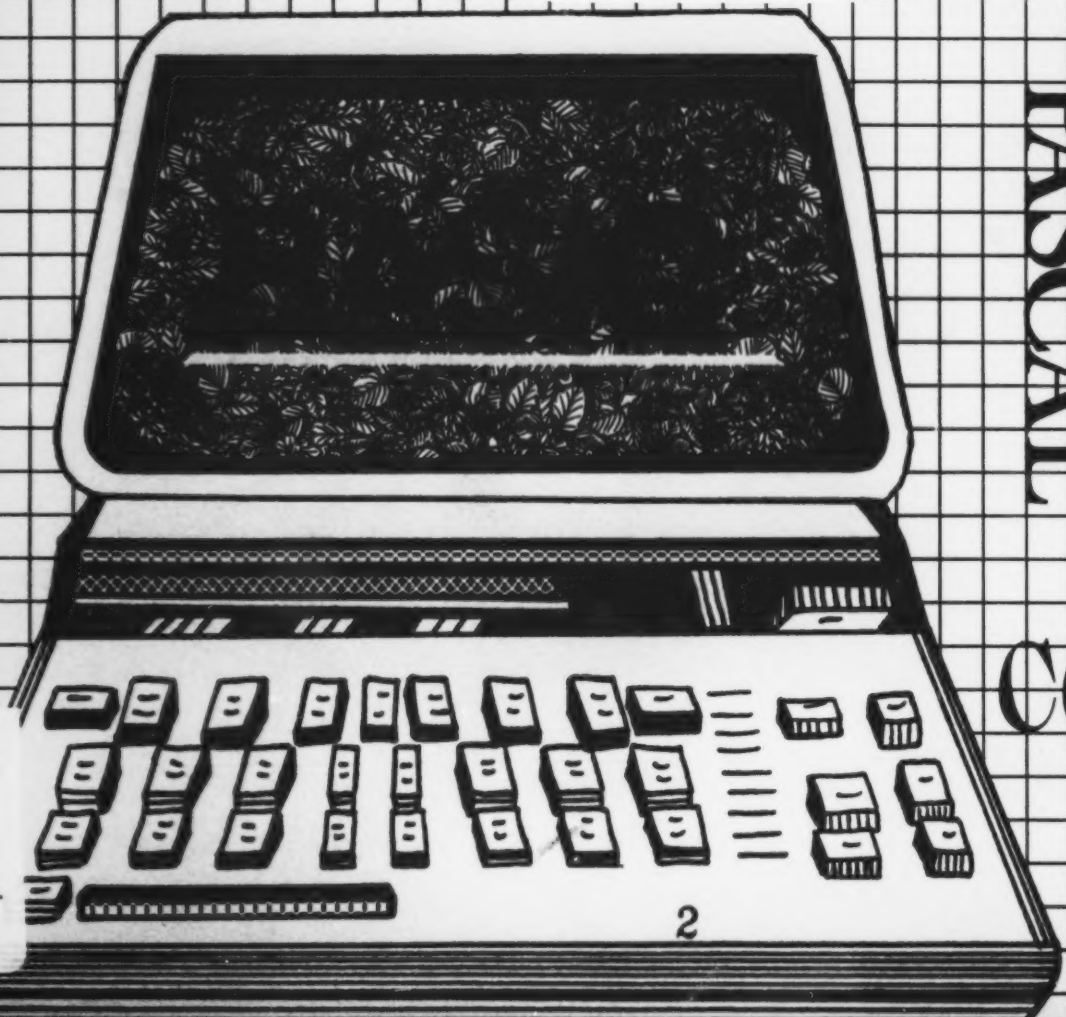

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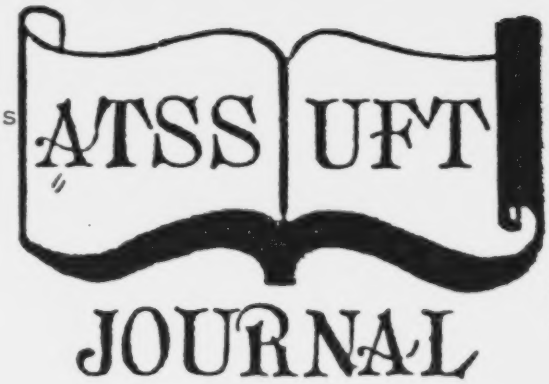

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The ATSS/UFT JOURNAL is published periodically throughout the school year, by the Association of Teachers of Social Studies of the United Federation of Teachers. Each issue will try to address itself to a major problem and concern that confronts social studies teachers everywhere.

JOURNAL ARTICLES

Articles relating to the field of social studies education may be contributed by any high school or college teacher, or administrator. Texts should be double-spaced. Especially helpful are submissions that are compatible with our computer. These include word-processing programs on 5.25 inch diskettes supported by MS-DOS and, in particular, WordStar. Forward to:

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INTRODUCTION

If it is accurate that society as a whole is experiencing a computer "revolution," then it appears from the data, that social studies professionals are the conservatives who seem to be resisting the trend. Some cite "fear of the beast," others, "fear of change," but, like any other innovation, without instruction in its possibilities and uses, one can hardly expect a new tool to be universally and successfully implemented, or even attempted, by those called upon to use it. This issue attempts to begin that instruction.

The first section, consisting of two articles, sets up a theoretical background to the use of computers in the social studies. Robert Consigli and Mark Jarrett begin by pointing out that the "issue is not whether the computer will be used in instruction, but how it should be used." Dr. Charles S. White helps provide some suggestions by acquainting the readers with the "relationship between the purposes, methods and content of social studies education and the application of computer technology for instruction."

The second section leaves the theoretical and discusses actual classroom applications that were made using computers. Hazel Sara Greenberg describes her first experiences in covering two units assisted by the computer's ability to do WORDPROCESSING, while Frank J. Melia describes some tips he learned from his teaching in a computer lab. Concluding this practical section, Michael Yeager reports about how he used a DATABASE program in a study of the Presidents and James Killoran reports on a game he created using a SPREADSHEET program.

The third section provides ideas for computer use by teachers beyond the classroom. Dr. Richard Germundsen illustrates how a computerized gradebook may cut down on some of the teacher's record keeping. This is followed up by Patricia Hanham's detailing of her experience in reducing her required paperwork drudgery.

While it was not the purpose of this issue to direct the reader to software, the editors would like to recommend James Hodges' excellent article in the January 1987 issue of Social Education. which provides some relevant criteria each teacher might wish to keep in mind when evaluating new software:

1. Is the content accurate?
2. Does the content have educational value?

3. Is the content free of stereotypes?
4. Is the purpose of the package well defined?
5. Does the package achieve its defined purpose?
6. Is the content presentation clear and logical?
7. Is the difficulty level appropriate to the audience?
8. Are the graphics/sound/color used appropriately?
9. Does use of the package motivate?
10. Is student creativity effectively stimulated?
11. Is feedback effectively employed?
12. Does the learner control rate and sequence?
13. Does instruction integrate with prior learning?
14. Can learning be generalized?
15. Are user support materials comprehensive?
16. Are user support materials effective?
17. Are information displays effective?
18. Can users operate easily and independently?
19. Can teachers employ package easily?
20. Are computer capabilities used appropriately?
21. Is the program reliable in normal use?

We are sure we have just scratched the surface of a topic that will see much more concern and focus in the coming years. We welcome your ideas and comments about anything raised herein.

EDITORS

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THE SOCIAL STUDIES REVOLUTION AND THE COMPUTER REVOLUTION

Dr. Robert Consigli and Mark Jarrett*

THE COMPUTER REVOLUTION AND THE SOCIAL STUDIES TEACHER

The articles in this issue deal with aspects of the "Computer Revolution" and its impact on the teaching of Social Studies. The purpose of this opening essay is to assess theswe developments from a wider perspective: what impact on Social Studies would we like the computer to have?

The computer is still largely undervalued as a means of Social Studies instruction. In the January 1986 issue of Electronic Learning, of six federally funded Title VII demonstration projects cited by Sheila Swett, none involved the Social Studies. In the recent report of the Second National Survey of Instructional Uses of School Computers, computer-assisted Social Studies accounted for a mere 1% of computer use in grades 9-12, woefully behind computer utilization in other subject areas.

TABLE I: COMPUTER USE BY SUBJECT AREA, GRADES 9-12

Programming	43%
Word-processing (not in English class)	12%
Mathematics	9%
Science and Nutrition	7%
Business (not including word-processing)	6%
Language Arts	6%
Writing and word-processing in English class	5%
Computer Literacy courses	5%
Industrial Arts and Agriculture	5%
Social Studies	1%

Source: Byte, February 1987, p. 154.

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*The authors wish to thank Ms. B. Beinhacker, former chairperson of the Computer Science department of Jamaica High School, and Mr. S. Lazarus, of the Social Studies department of Jamaica High School, for their ideas on the topic covered in this paper.

There are a variety of explanations for the "computer lag" in the Social Studies. Chief among them is the obvious fact that schools still lack sufficient hardware to allow students individual work stations. Secondly, as the previous table makes abundantly clear, Social Studies classes are "crowded out" by other classes more directly dependent upon computer accessibility, especially those in programming, word-processing and computer literacy. Thirdly, as a rule, Social Studies teachers are not themselves proficient in computer use, and school districts have been reluctant to allocate the funds that would allow them the free time and special instruction required to develop their own "computer literacy", other than as an uncompensated "spare-time" activity. Fourthly, the choice and quality of existing Social Studies software remain restricted, although recent strides have been made in this area.

Aside from these considerations, there remains a latent hostility on the part of many professionals in the Social Studies community who believe the benefits of computer-assisted instruction are dubious at best. Their criticisms are both theoretical and practical. Many believe that Social studies should deal with human values and issues that are inherently incapable of quantification or computerization. Others fear that student interaction and discussion, so vital to Social Studies learning, will be sharply curtailed in the computerized classroom of the future. Finally, probably most Social Studies teachers feel thaqt school administrators, in the face of a deteriorating educational infrastructure, should deal with more urgent needs, such as the provision of up-to-date textbooks, before committing lavish sums on expensive computers and computer peripherals.

These are serious objections worthy of careful thought. On the other hand it cannot be denied that public education, like the rest of our society, is being swept by a tidal wave of computer induced change. It is somewhat jejune for those who try each day to teach the effects of technological change to students in the classroom to pose as latter-day educational Luddites. The computer, as is the case for most technological innovations, can be used in a variety of ways and for a variety of purposes. The crucial issue is not whether the computer will be used in instruction, but how it should be used. It is only after we have first answered this question that we can then turn to the validity of the objections raised in the last paragraph.

SOCIAL STUDIES AND THE ACTIVE LEARNER

Education may indeed be envisaged as a meeting-ground between two extremes. On the one hand there is the content-oriented approach, which is as old as Plato's recommendations in the Republic. Here the teacher sets the agenda and the students are shaped and conditioned by it, as they learn to master the skills, understandings, knowledge, and abilities judged important for later success in society. At the opposite extreme is the student oriented approach advocated by Rousseau in Emile and in

the 1960's by the proponents of the "open classroom" and Summerhill, in which the students are allowed complete freedom to explore and develop in their own unique ways, with minimal adult regulation. With the content-oriented style, what is deemed as valuable by educators is clearly identified, but even students as gifted as Albert Einstein may lose enthusiasm for learning when students are treated like empty vessels to be filled with adult learning. On the other hand, in the environment of a "Summerhill", though students may be keenly motivated, there is a risk that on their own they may not choose to spend their time mastering the difficult skills and conceptual knowledge needed for adult life. It is the task of educators to find a _via media_ to resolve the tension between these extremes. Much of the appeal of Dewey's educational philosophy at the turn of the century was precisely due to his seeming ability to transcend the dichotomy between the content-oriented and student-oriented approaches to education. Dewey hoped to break the "isolation" of school life by devising carefully designed "activities", or experiences, that were both meaningful to students and to the needs of society at large at the same time.

Ninety years since the publication of Dewey's ideas on student activities in _School and Society_, the evidence of a generation of educational psychologists seems overwhelmingly to confirm his presumption that learning is enhanced when the learner is actively engaged in the learning process, and that learning itself is a process of "transfer" in which new skills and understandings are assimilated into the learner's pre-existent capabilities and belief-structures. Behaviorists and cognitivists alike agree, if on little else, that learning is positively reinforced when repeated applications lead to beneficial outcomes. Moreover, differences in "learning-styles" have been identified, and if some students learn efficiently through audio-visual methods, others learn much more rapidly when these are accompanied by tactile stimulation.

Perhaps of even greater importance to the Social Studies professional, ther is a growing consensus that it is not a particular catechism of facts that must be communicated to students, but the skills needed to cope with a social environment of increasing complexity and in constant flux. This realization, in combination with what is now known about learning methods, is leading to what might not be unfairly described as a "Social Studies Revolution" -- encompassing a reassessment of the Social Studies curriculum itself and of the methods used to teach it. Content is being altered to reflect the experience of the non-Western world and of social groups which, although representing the vast majority of mankind's collective experience, were often ignored in earlier historical study. Methodology is being altered in the direction of ever greater student activity and participation, with a renewed emphasis being placed on decision-making and information-processing skills, often known as "critical thinking", as well as on basic skills of oral and written communication. These changes are perhaps most dramatically illustrated in New York State's Regents' Action

Plan, particularly in the newly-mandated 12th grade "Participation in Government" course, where students are to learn about government by actively participating in it.

In spite of such far-reaching changes on the horizen, literature on the teaching of Social Studies indicates that content-oriented, fact-centered curricula and lecture-style instruction, where students have been assigned to complete worksheets and end-of-chapter textual questions, still remains the norm and not the exception. In 1982-3, in a questionnaire on the status of Social Studies education, sent to 46 members of the Council of State Social Studies Specialists, those members who responded indicated little has changed in the teaching of Social Studies. More locally, an analysis of answers given by 12th grade students of one New York City Public High School to the 1985 Comprehensive Social Studies Regents Examination revealed that students demonstrated an ability to recognize and even recall facts, but lacked many of the skills needed to select, gather, categorize, interpret, and extrapolate data. They could not compare, contrast, or even sequence events, nor were they able to analyze given propositions, propose and list hypotheses, or establish cause and effect relationships.

THE SOCIAL STUDIES REVOLUTION AND THE COMPUTER REVOLUTION

In the first stages of computer-assisted learning, computers were used as more efficient versions of the Skinnerian "teaching machines" of the early 1960's -- primarily for remedial instruction and repetitive drill. This is no doubt the reason for the erroneous stereotype that computers are best suited to mindless drill and therefore stifle creative endeavor. But as the microcomputer develops new applications outside the classroom, its potential as an educational tool will also increase. It is indeed possible that the microcomputer will prove useful in developing precisely the type of "critical thinking skills" that the Social Studies Revolution hopes to foster.

At present, the classroom applications of the computer may be usefully grouped into the following general categories:

TABLE 2: PRESENT AVAILABLE USES OF MICROCOMPUTERS IN SOCIAL STUDIES INSTRUCTION

1. Drill and Remediation; Programmed Learning; Individualized Mastery Learning; Drill disguised as "Games".
2. Simulations and Decision-making; Interactive Video-disks.
3. Wordprocessing and Desktop-publishing.
4. Data-gathering, Information-Interpretation and Forecasting; Database and Spreadsheets.
5. Telecommunications; Message-boards; Information Services.
6. Student Programming.

Of these, only the first level, that of repetitive drill, does not foster critical thinking. At all the other levels of computer use, the students are challanged to interpret data, create their own options, make their own decisions and communicate with others. The computer may well become, as Professor Irving Morrisett reported in the 1982 Project SPAN Report, the very "catalyst" of the Social Studies Revolution: the ability of computers to provide "individual instruction, interactive learning, manipulative learning, visual learning, and access to tremendous banks of data and programs" offers the potential for "unprecedented changes in the content, methodology, and organization of our educational enterprise."

Computers may allow thinking-skill activities to permeate the total instructional environment. Just one example where this is being attempted is found in the Apple Computer Project at Jamaica High School. The aim of the project was to restructure the Social Studies program from a fact-centered, text-based, content-oriented curriculum to a developmental, skills-oriented, computer-enhanced learning experience. Readers of this issue may judge the relative success of this pilot project for themselves by reading several of the articles that follow describing the project more fully.

There is little likelihood that the Social Studies classroom will escape the arrival of a tool that is becoming an increasing part of everyday life. Like the printing press or television set, how we use this tool depends largely upon us. There is no guarantee that classroom use of the computer will have the positive effects we hope for or avoid detrimental ones we fear. But it would seem that our best hope for the advantageous use of the computer is the active oversight by the Social Studies community of the process by which the computer becomes a part of the classroom reality.

COMPUTERS IN SOCIAL STUDIES: AN OVERVIEW

Dr. Charles S. White

Exploring the relevance of computer-based technology to instruction is a relatively recent trend in the field of social studies instruction, but the pace of that exploration has quickened of late. One can see this in publications[1], and in efforts initiated by state departments of education[2]. The primary purpose of this article is to acquaint readers with the current status of computer applications in our field, with particular attention to the relationship between the purposes, methods, and content of social studies education and the application of computer technology for instruction. Secondarily, this overview will touch on research relating to computer use in social studies. Other articles in this issue will explore the practical issues surrounding computing in social studies.

The Fundamental Rationale

The overarching reason that any medium is applied to instruction is that such application helps to attain the purposes of instruction within a given subject area. The purposes of social studies, then, are the proper starting place for assessing the role that computers might play in our field.

A fundamental purpose of social studies education is the development of effective and knowledgeable citizens capable of reasoned decision making based on a keen ability to find, evaluate, and apply information from and about their social environment[3]. An examination of several categories of computer

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[1]See A. Glenn and D. Rawitsch, Computing in the social studies classroom. (1984), Eugene, OR: International Council for Computers in Education; H. Budin, D.S. Kendall, and J. Lengel, Using computers in the social studies. (1986), New York: Teachers College Press; and G.E. Rooze and T. Northup, Using computers to teach social studies. (1986), Littleton, CO: Libraries Limited.

[2]See J.S. Eckenrod and S. Rockman, Technology in a curriculum for citizenship. Paper presented at the Annual Conference of the Social Science Education Consortium, Hoover Institution, Stanford University, Stanford, CA (June 20, 1986).

[3]C.S. White, "Using computers in the social studies classroom." Magazine of History, vol 1. No. 3. p. 10.

applications suggests that this digital medium has the potential to assist in the attainment of a fundamental goal.

Drill/Practice and Tutorial

Since knowledge about one's social environment is necessary for effective citizenship, computer programs that transmit such knowledge support a key social studies goal. As the name suggests, drill and practice programs allow students to practice with knowledge already taught by some other means, helping students to recall key events or solidify their understanding of key terms. "The Decades Game" (Brain Bank Software) and "Capitals of States" (Minnesota Educational Computing Consortium or M.E.C.C.) are examples of drill and practice programs. Tutorial programs, on the other hand, are designed to transmit material not previously taught, whether about regions of the world ("Africa" -- Educational Activities), about the Constitution ("U.S. Constitution Tutor" -- Micro Lab), or a multitude of other subjects.

Assuming there exists software that addresses significant social studies knowledge and meets certain quality standards, the question of effectiveness remains. The effectiveness of computer-assisted instruction (CAI) generally has been the topic of a number of research studies. While there is some variety in outcomes, studies seem to indicate that good CAI can increase the speed of knowledge acquisition, compared to other instructional media. On the other hand, there is some question about whether knowledge so acquired is long retained. This should not be surprising, especially in cases where the information transmitted is unattached to well-developed concepts.

Simulations

Computer simulations allow students to interact with environments designed to represent real social systems or phenomena. Because the computer manages most of the calculations and paperwork, these environments can be fairly complex. Within such environments, young citizens can exercise their decision-making skills and study the consequences of their decisions, as well as apply other basic social studies skills. Some examples of simulations include "The Other Side" (Tom Snyder Productions), "Where in the World is Carmen Sandiego" (Broderbund), "President Elect" and "Cartels and Cutthroats" (both from Strategic Simulations), and "SIMPOLICON" (Cross Cultural Software).

To date, the instructional effectiveness of simulations has been difficult to demonstrate. Attitude changes are more evident than cognitive gains as a result of simulation use. On the other hand, a small number of studies has suggested that students' self-confidence in their decision making is enhanced by simulation use, as well as their ability to anticipate the consequences of decision making. Overall, however, the jury is

still out on the comparative benefits of simulations versus other instructional techniques[4].

Databases

Problem-solving skills are essential for effective citizenship, and these skills depend on the citizen's ability to process information. Such information-processing skills include abilities to identify information needs, to retrieve needed information, to assess the validity of information, to assess the relevance and sufficiency of information, and to apply that information to important social problems. Curriculum-based computerized databases represent a new instructional resource for exercising such information-processing skills and applying them to problem solving. Such database packages include "Scholastic PFS Curriculum Data Bases: U.S. History, Government, World Geography/Culture/Economics" (Scholastic), "NewsWorks" (Newsweek), "One World" (Active Learning Systems), and "MECC DataQuest: The Presidents" (M.E.C.C.). Some require the use of general database programs (Scholastic and Newsweek, for example), while others are self-contained, "dedicated" databases.

Research on the instructional benefits of databases is quite recent. There is some positive evidence that their use does support problem-solving skill development, but only when accompanied by structured activities that present an explicit problem-solving process[5].

Demonstration and Data Analysis Tools

Part of processing information skillfully is condensing data and representing it in useful ways. Programs that allow students to present data graphically (e.g., "Data Plot" by Muse and "Polls and Politics" by M.E.C.C.) and that allow the teacher to use a TV monitor as an "interactive graph board" (e.g., "Demo-Graphics" by CONDUIT) may contribute to "graph literacy." Other software allows students to learn methods used by social scientists to understand their social environment; one example of this is survey research (e.g., "Polls and Politics" by M.E.C.C. and "Telo-Facts I and II" by Dilithium). These, and other programs, can be used in classrooms with 30 students and 1 computer hooked

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[4]See C.S. White, "Citizen decision making, reflective thinking and simulation gaming: A marriage of purpose, method and strategy." Journal of Social Studies Research, Monograph No. 2, Summer 1985.

[5]See C.S. White, Developing information-processing skills through structured activities with a computerized file-management program. Manuscript submitted for publication.

to a large monitor, obviating the need for a computer lab. This writer is unaware of any research to date on the effectiveness of this instructional medium.

Conclusion

This very brief overview has focused on instructional uses of computers in social studies, attempting to illuminate links between social studies purposes , methods, and content and particular applications of the medium that are currently available. No mention has been made of other significant computer uses, including word processors and spreadsheets, from which both students and teachers may benefit. Gradebook programs, test generators and other teacher utility programs have also been omitted, limiting the discussion to instructional applications of computers.

Those seeking more information about computers in social studies beyond what is presented in this issue might contact the National Council for the Social Studies. NCSS sponsors SIG-CASE (Special Interest Group -- Computers And Social Education) and continues to explore uses of technology through its Instructional Media and Technology Advisory Committee. Social Education, the official journal of NCSS, periodically publishes computer software reviews, and will focus special attention on computer technology in an issue slated for early 1987. As always, colleagues who currently use computers in their social studies classes are invaluable sources of information and advice.

Of paramount importance in considering this overview, and reflecting on the other articles in this issue, is to avoid viewing the computer as something that teaches things. Teaching and learning are products of a total educational environment, including the teacher's repertoire of materials and strategies. As is the case for any instructional medium, what students learn from computer-based materials depends primarily on what the teacher does before the computer is rolled into the classroom and on the quality of the discussion after the computer has been turned off.

WHAT'S NEXT FOR "NEXT STEP"?

Hazel Sara Greenberg

I have been a social studies teacher for 24 years. Like others of my age and training, I had been dependent upon the developmental lesson and an occasional use of the filmstrip, film or personal slides. The VCR always looked appealing but somehow I always forget to "sign up". I gave up on the overhead projector 10 years ago when it burned one of my valuable books. Now, however, I find myself on the "cutting edge" of "High-tech" -- a computer expert in the social studies.

In September, 1986 I transferred to Jamaica High School as Project Co-Ordinator of a major grant from Apple Corporation. Although I knew nothing about computers, it was my task to co-ordinate a program of 9 paired social studies and English classes in the 9th and 10th grades. Using the prescribed curriculum on both grade levels, we were to develop an interdisciplinary course of study where 3 out of 10 periods each week were to be spent in the Apple Computer lab. Apple was very generous. They provided us with 30 Apple IIe computers, 10 Imagewriter printers, Appleworks and other assorted material. Classes were "topped" at 25 so that each student had his/her own computer. The additional machines were placed in the library, English office and social studies office for both student and faculty use. The only problem that remained was deciding what we were going to do with all our new hardware.

Remember, I was not a computer teacher nor did I know much about computers. When I first met my ninth grade classes I discovered that most did not have basic keyboarding skills (all computers operate from a keyboard!). In addition, they did not know the basic operation of "booting" a computer and needed to learn the commands necessary to make the computer work. The saw the Apple lab as a great place to put in a disk and play computer games but that was the limit of their vision and capacity. Therefore, my first task was classroom operations and instruction in basic computer use: the parts of the computer, how to format a disk, loading the software, etc. The acquisition of these skills and the implementation of the skills to the task at hand took much longer than anticipated but it did establish an interesting classroom. More adept students quickly took on the role of mentors and it was exciting to observe the changing leadership roles in the classroom as we introduced new procedures and operations. At moments of total mayhem, I always had a core of assistants who jumped up to help in the many chores in the lab.

Then came the hard part. What was I, as the classroom

instructor, going to do two days a week in the computer lab? We all know the social studies curriculum is overloaded. How could we use our computer time to enhance and enrich our classroom time? The following summary of the term's activity will provide our answer to this problem.

Our first ninth grade unit was India. I asked the students to write all the questions about India that interested them onto the computer screen. We took these questions and classified them into seven major topics with several sub-topics, yielding 25 individual questions about India for the students' investigation. Our task was to create a computer-assisted "handbook" on India. Groups were rearranged under major topic headings and were assisted to research their topic and bring their results back to the computer room. For the next weeks the classes used computer time to learn both word processing and how to store their specific notes on their topic on computer "floppy disks." Many students showed outstanding initiative for entering freshmen. Some were well-organized and able to assemble and sort their notes to produce an excellent word-processed document. Others needed individual attention and tutoring time. The computer lab was available several extra periods a week permitting students to leave the lunchroom to give additional energy to their projects.

We now had three final chores to complete this project. First, the classes had to learn printer options so that their documents would be consistent and readable. A "team" of printers acted as class publishers. They sat at machines attached to printers and taught their peers. Other students developed "activities" which were amended to their articles. These were quite inventive, ranging from word-search games based upon the reading, to a playlet about India's rivers vying for pre-eminence in the study of India's geography. "Collation-day" was buzzing printers, frantic students and one frenetic teacher. But the handbook was complete and we all beamed!

By Thanksgiving, I needed another project. When we began our unit on China, I suggested that the classes create a massive "data base." This would give us interesting material to interpret and, at the same time, teach a new skill. Creating a data base involves asking very specific questions about the topic. Students were forced to hone their topics and create fields which would apply to each record in the data base file. This "higher order thinking skill" is quite difficult. Again, skill levels varied among my students and some students felt they would like to do this project again before they moved on. Other students were masterful at inception and their data bases served as excellent motivations for class lessons.

As I am writing this article, my ninth graders have reached the point where are ready to begin our third project. I intend to have the classes combine the two previously acquired skills of word processing and data base management into one document - this time the subject will be Japan. I have asked them to think about possible topics and we will "brainstorm" these questions. They

will work in groups of three or four, each assigned a different topic. The project will have four parts: an introductory paragraph, a short data base of 5 to 7 fields and no more than 7 records in the file, an interpretation of the data using word-processing skills, and a conclusion. This project will require the skill of moving information from the data base to the word processing files and then combining the two segments into a single document. In the future, I hope to be able to incorporate the spreadsheet into our work in social studies.

Philosophically, I believe the inquiry method must emanate from the students. I am asking them to "create" their own software and develop their skills as they become more adept at both questioning the subject matter and dealing with the technology. On occasion we will utilize existing software and continue to examine and evaluate new software. Eventually, we will have broken new ground in learning and understanding in social studies, English and computer skills.

WRITING IN A SOCIAL STUDIES COMPUTER LAB

Frank J. Melia

The experiment which I am about to describe began a long time ago when I first learned about computers. I was sitting in a math lab in a New York City high school and I was trying to learn how to program in BASIC. The teacher was trying to teach in a traditional developmental manner and most of us in the class were trying to paractice some aspect of programming on the computer. I realized then that the power of the computer as an educational device lay in its potential to permit the learner to progress at his/her own pace. The problem for the teacher, and for myself later on, was how to facilitate the individualized learning in the context of a group setting with valuable computer equipment.

After many meetings, several workshops, and much discussion, I spent the last two terms teaching at least some of the time in a computer lab. Using word processing software, Writing Assistant, I taught two classes of 9th grade Global Studies for a whole term in a computer lab. The other semester I taught two classes of senior Government, including preparation for the statewide uniform exam, the Regents. My goal was to explore how word processing software could be used to promote student achievement of the standard content objectives of a social studies course. I also hoped to descern a series of strategies which could become guidelines for other teaschers intereswted in using the word processing capability of the computer. I'd like to share with you what I found out. Some things which may be obvious to those experienced computer users are included because I thought it would be helpful to those who are relatively new to the use of computers.

First, much as in any other lab or shop setting, students will require training in basic safety measures regarding the nature of the equipment and the consequences of their actions in using or misusing it. Of course, first teachers will have to become thoroughly familiar with the equipment themselves so thatg they can demonstrate "how" to their students. Written directions and precautions should include: how to handle disks, how to turn the machines on/off, how and when to reset the computer, how to boot a disk, etc. Next, students will need their own disk(s) and there should be a supply of word processing software and DOS for every student. I found that it was best for me to store each class' disks in a locked case to safeguard the files of students. These disks should be coded and grouped in some way to facilitate easy distribution and collection without the loss of software.

The first computer lessons were structured so that students could format their disks, learn how to boot the software, learn how to create a file, save a file, get a file, and how to print a file. Familiarity with each of these tasks required specific written directions so that students could follow step by step what to do. Simple tasks which involve one of these activities and some content as well, were devised and taught. As mastery was acquired for each task, additional tasks were added one at a time. The directions for each of these were given in handouts, and posted on a wall chart or a board for all to see. That helped latecomers and those who forgot what to do. Frequent practice in each step enabled students to recall these steps quickly as content was also taught. Mastery of the initial steps proved crucial to future success. Gradually, each computer-based lesson began with the distribution of DOS, the word processing disks, and the individual student disks, I trained student monitors to complete these tasks as well as the collection of these items. Later on, a Do Now activity was added as students became proficient in starting-up the machines and software.

Instruction evolved from primarily computer training activities, with minimal social studies content, to a combination of social studies content activities with writing as the primary activity. In the beginning I taught what might otherwise have been a developmental lesson in a computer lab. The major change being that the time permitted for the written application segment was extended and time for discussion reduced. Students would write a few sentences each day on the topic of the day and save or store it on disk under the file name which indicated the theme of the unit. Thus "Geography" was the file name, "Latitude" the day's topic. By teaching students to write a topic sentence for each paragraph, the students were able to accumulate a series of paragraphs which could roughly be called an essay on the theme. I found that when students had written notes prior to coming to the computer lab, that their essay writing was more extensive.

The most important element was the outcome: the printing of the student's work. This proved to be no easy task, given the limited number of printers and the all too frequent foul-ups which they suffered. It seemed to some students that it was too much work to use the computers for just a short piece of writing. The major advantage of the computer, the one which made it different from using a notebook, was that students could revise their writing easily. Words could more easily be replaced without have to rewrite a whole paragraph. As students learned how to perform bloc moves, phrases, sentences, and whole paragraphs could be shifted thereby improving the essay written. Almost everyone wrote more sustained pieces, and with less apparent anxiety. However, for this advantage to be obtained, I had to print the students' work regularly if not daily. There were some students, however, hwo disliked using the computer. The possibility of alternative placement in parallel classes was considered but rejected on the basis that the students ought to have instruction and practice with computer technology. Patience with and encouragement of those students was a necessary part of

teaching the class. Pairing students worked for some as well.

I realized that the structure of my lessons had to change to accommodate the setting of a computer lab. As someone once said, "We shape our surroundings, then our surroundings shape us." The discussion patterns were very different from a typical class. In the computer lab students routinely helped each other becasue they sat next to each other. Small talk increased and suggestions and advice were freely given about the writing. This became especially important to reluctant students, those who returned from an absence and when students printed their work. Leaders emerged based upon technical expertise as well as more traditional factors associated with social studies classes. Those who were computer skilled were not always the same as the ones who could lead a discussion.

The setting of the computer lab hindered large group discussion in the traditional sense. Monitors appeared to be architectural barriers; they were walls which divided the class into four linear segements. Students' interactions focused on those who sat next to them or across the table from them. Relationships of a cooperative nature did appear in ehich students came to rely on each other for technical assistance.

Two variations of lessons came to be my standard fare. In one variation, the lesson began with a powering up and a short discussion. The students wrote about the problem which we had discussed. This was followed by students printing from disk periodically what we had learned. In a sense the computer became an electronic notebook onto which notes were recorded via disk. Each day notes were added to the particular file until the students had written an essay in stages. In encouraged students to view the writing as a process of editing and revision and I encouraged them to submit their self-selected best writing for a grade and for display. It was important to print these revised notes so that the differences between products could be compared and growth or progress noted.

The other lesson variation was based on teaching one to several lessons in a normal classroom setting and then spending one to three days in a computer lab writing. The "normal classroom" days were spent using a range of acceptable social studies strategies: developmental-generated discussion, inquiry, role-play etc. Then the time spent in the computer lab was used by students to write, edit, re-write or revise, and then print essays. Since I tended to use that technique with seniors I used practice Regents-style essay questions. The plan ususally was for one or another aspect to be developed in class: the pre-writing activity. When students prepared notes or an outline at home, in class time was used to compose the essay. Model answers could be generated by the teacher initially in order to demonstrate to sudents what constitutes an appropriate response. The patterning behaviors should decline if students are to develop their own skills and intellect.

Other times, the class would brainstorm as list of relevant facts and ideas in the computer lab which drew upon readings and prior instruction. Then as a class we would categorize the items and label them. The data would be keyed onto the screen under the category labels. The students would then use the labels to form topic sentences. The details in each category would be re-worked into coherent and ocmplete sentences which illustrated, supported, or clarified the topic sentence. That type of lesson would usually take at least tow days with an average class. The advantage of being able to copy notes and then revise them without rewriting them was an incentive to some students. The resulting essay was printed and displayed regardless of the student's handwriting skills. For some students that provided additional motivation. As in any classroom the teacher's behavior in response to student outcomes, in this case printed essays, was noticed by students.

Having taught two classes exclusively in a lab one term, and two classes which I brought to the lab 2-3 days per week for another term, I would conclude that the use of the lab should be limited to up to 3 periods per week maximum. If I were to create a multi-term easy-to-learn word processing program for the first year. Instruction could proceed to involve both traditional instructional strategies and computer lab writing activities.

The process would be enhanced and made more efficient if a coherent plan involving two or more departments were created. Then the students would more quickly acquire mastery of the hardware and software with the integrated reinforcement of those skills in the context of subject specific activities several periods a day. Then the utility of using disks to create, save, retrieve, and print data in written format would be greater. That would require collaboration between staff to coordinate computer skill instruction and appropriate writing activities related to each subject. The reduction of writing anxiety is another advantage.

The most important elements to remember are that the process of writing should be stressed over the mastery of some specific content details. As students revise their writing content accuracy should be achieved. The students should receive instruction and plenty of practice in the relevant computer skills in the context of subject specific content. Those skills must not be taught in a vacuum if one expects students to acquire the skills. Positive reinforcement of acquired skills and content objectives should include regular and frequent printing and display of student work. Meaningful essay writing activities which engage the students in analyzing and judging ideas and facts are more successful than those writing activities which merely describe or recall information. Finally, teacher demonstrations of the very same skills are essential in order to establish credibility as well as to provide appropriate feedback and correction on an as needed basis. The ultimate success of using word processing software in social studies may be judged by the quality of students' writing. As for me, I am convinced that

it is a worthwhile endeavor to use the computer as an instructional tool in the social studies.

USING A DATA BASE TO INVESTIGATE THE PRESIDENCY

MEET THE PRESIDENTS

Michael Yaeger

Can you answer the following questions?

1. Which Presidents of the United States had the same last name but different first names?
2. How many Presidents entered office in this century?
3. How many Presidents were Democrats?____ Republicans?____
4. What is the average age of American Presidents at the time they first take office?

If you had trouble answering these questions, imagine my Computer Applications classes' reactions when I presented this same set of questions to them. I used it as a motivational device to have my students investigate the American Presidency through the use of a Database Program.

My first objective was to have the students become familiar with a computerized filing system. Although my classes used Appleworks, other programs, such as PFS File, Filing Assistant, DBASE, and many other database programs all could have served as well. All database programs, from the simplest to the most sophisticated, allow the user to perform the same basic tasks. They allow the user to add, delete, update, sort, print and save information. This type of program is an excellent tool to use in a research project when a large body of related information is organized and analyzed in different ways. Therefore, my supervisor, Mrs. Beinhacker, and I created this project after reviewing articles in Teaching Computers and other computer magazines as well as looking at other database programs that utilize a Presidential data base. We used the SCHOLASTIC PFS FILE series concerning itself with the Presidency.

The Presidents project provided the students with an opportunity to research information about the Presidents, and then to investigate specific characteristics about these people by rearranging the data in a specific way. Following are but a few that can be done:

* The list of Presidents can easily be arranged in alphabetical order by President's last name, or by the President's home state.
* The Presidential information can be displayed chronologically by political party, or

chronologically by the date they entered office.

* Students can choose to look at twentieth century Presidents within a particular political party.
* They can investigate the average age of the Presidents, or the average number of terms they might serve.
* They can find the state from which Presidents are most likely to come.
* They can predict the characteristics the next President of the United States might possess.

Other types of questions can be asked about past Presidents. For example, what was the unemployment rate during their term; how many vetoes or bills were issued and/or overridden; how many wars and/or war treaties were entered into; how many times was the Congress of the same Political Party? Such questions enable you to explore questions you might wish to raise during the lesson. There are many more possibilities to be investigates. These are but just a few. The selection and organization of this basic research data is as plentiful as the students and teacher are inquisitive. The basic computer skills needed by the studnets are minimal. Most database programs provide the user with the ability to easily enter information, sort this information in different categories, select information about different sub-groups, and display this information either on the screen or in printed form.

Following are a few illustrations of the project.

A Database Project
At Jamaica H.S.

MEET THE PRESIDENTS

PRESIDENTIAL PROJECT #1: LIBRARY RESEARCH - DUE DATE _____

Go to the school library or your local library. Refer to encyclopedias, Webster's Dictionary of American Biographies, etc., to determine the following data for each United States President. RECORD YOUR RESEARCH DATA ON THE ATTACHED WORKSHEETS WHICH WILL BE COLLECTED. As a sample, George Washington's data has been completed for you.

RESEARCH DATA

(1) Last Name (LNAME) (2) First Name (FNAME)

(3) Year Born (BDATE) (4) Year Died (DDATE)

(5) Birthplace (STATE)

(6) Political Party (PARTY) - use DEM (for Democratic Party),
REP (for Republican Party),
OTHER (if not DEM or REP)

(7) Time in Office - determine year entered office (EDATE) and year left office (LDATE)

(8) Method of Becoming President the First Time (METHOD) -

use ELECT if won majority of electoral votes;
HOUSE if decision was made by the House of Representatives;
VACNY if vacancy resulted from prior Presidential death, resignation, etc.

PRESIDENTIAL PROJECT #2: ELECTION AGE

This report is to include all records in the President file sequenced in the order in which the Presidents entered office. The following categories are to be removed from the display: STATE, and METHOD. Shrink the remaining categories as needed so that they are all displayed.

Create a new category called ELECT AGE which is to be displayed after the President's full name. This category is to display the age of each President at the time of becoming President (for example, George Washington was 57 when he became President).

Print this report to your screen to verify its output.

Use this report (ELECTION AGE) to answer the questions below.

1. Who was the youngest person to become President? How old was this person at the time of becoming President?

   LNAME..... FNAME.....
   AGE.....

2. Who was the oldest person to become President? How old was this person at the time of becoming President?

   LNAME..... FNAME.....
   AGE.....

3. To the nearest whole number, what is the average age of a President at the time of entering office? (Use Appleworks to total ELECT AGE, then calculate the rest by hand. Show your calculations on this paper.

4. a. Select the records of only Democrats. How many 20th century Democrats entered office when their age was:

   [greater than or equal to]
   > or = the average age in question #3

   [less than]

< the average age in question #3

b. Select the records of only Republicans. How many 20th century Republicans entered office when their age was:

[greater than or equal to]
> or = the average age in question #3

[less than]
< the average age in question #3

PRESIDENTIAL PROJECT #3: PRODUCE AN INDEX CARD FORMAT

The Social Studies Department has requested that our class share our Presidential database information with them so that other students can benefit from our class' research. They have requested that we print the information we have collected onto 5 X 7 index cards. Your teacher will load your printers with these continuous form index cards.

You will be assigned 2 or more Presidents for whom you will be responsible to create a Report Format.
The Report Format will be label style report.
Your report is to print all Presidential information, with Field Names indicated in CAPITALS.
The name of this report is to be INDEX CARD.

A sample form is listed below:

PRESIDENT'S NAME: John Fitzgerald Kennedy
BORN: 1917 DIED: 1963
STATE: Massachusetts POLITICAL PARTY: Democratic
TERM OF OFFICE: 1961 - 1963
METHOD OF ELECTION: Elected by Electoral College
TRIVIA FACT: Wrote Pulitzer Prize winning novel, Profiles in Courage
PREPARED BY: your name

In order to print the information on your index card, the following changes must be considered:

1. CHANGE THE CATEGORY NAMES
   You must change the category names as follows:

OLD NAME	NEW NAME
FNAME	PRESIDENT'S NAME
BDATE	BORN
DDATE	DIED
PARTY	POLITICAL PARTY
EDATE	TERM OF OFFICE
LDATE	-
METHOD	METHOD OF ELECTION

PRESIDENTIAL PROJECT #4: 20TH CENTURY PRESIDENTS

Examine the records of those Presidents who entered office in THIS CENTURY.

a. How many Presidents entered office in this century?
   How many were Democrats?
   How many were Republicans?

b. How many of this century's Presidents entered office for the first time as the result of:

   House of Representatives decision?
   Vacancy created by the preceding President?
   Electoral vote majority?

c. What are the names of the states in which these 20th century Presidents were born and how many Presidents were born in each of these states?

STATE	CA	GA
#	1	1

PRESIDENTIAL PROJECT #6: PORTRAIT OF A FUTURE PRESIDENT

The 22nd Amendment of the U.S. Constitution, enacted in 1951, states that no person may be elected to more than 2 Presidential terms. Therefore, when President Reagan's term of office ends, two new Presidential candidates will be selected by the major political parties.

Using your database findings of 20th century Presidents, indicate below the characteristics of the candidates you believe will win the President's office. Briefly explain why you have chosen each characteristic, referring to an appropriate database finding.

CHARACTERISTICS:

a. STATE in which born

b. Political PARTY

c. METHOD of entering office

d. AGE when entering office

e. AGE when leaving office

f. Number of TERMS to serve in office.

WHAT IF. . .?

James Killoran

If you agree that a major task of the Social Studies is to engage students in the process of interpreting data, then the use of apllication programs -- word processing, database managemnt and spreadsheet analysis -- is for you. Their major functions are to organize and use information which allow students to develop the "higher" thinking processes such as analyzing, synthesizing and hypothesizing. This article will explore some ways of incorporating SPREADSHEETS into Social Studies lessons.

A SPREADSHEET can be described as a table of information organized in a particular way. When you use a SPREADSHEET, it helps if you to visualize a series of rows and columns. Following is a description of its basic elements:

1. ROW: A horizontal line of information. ROWS are numbered on the left-hand side of the SPREADSHEET and usually consist of from 1 to 999 ROWS.

2. COLUMN: A vertical line of information. COLUMNS are identified by letters along the top of the SPREADSHEET. The APPLEWORKS SPREADSHEET allows the user to create up to 127 COLUMNS.

3. CELL: The basic unit of information in the SPREADSHEET. CELLS are located at the point where the ROW and COLUMN intersect. The information in each CELL may be words, numbers or mathematical formulas.

SPREADSHEETS are used for accounting, budgeting, forecasting, or other numerical planning and modeling tasks. One of the primary advantages of SPREADSHEETS is the automatic recalculation of all formulas and functions. You may make changes to one variable and the overall change to other variables is automatically calculated. This would eliminate the constant recalculations necessary in complicated activities. This capability of quickly calculating overall effects that a change may bring, lends itself to the Social Studies. It is especially helpful for developing inferential thinking. Often teachers use a 'what if' type of questioning. This 'what if. . .' type of thinking enables students to see the outcomes of various scenarios. The end result of this type of exercise is that students realize that the better their planning, the greater their chance of success.

The use of SPREADSHEETS is not limited to the field of economics. They may be used throughout the 9-12 curriculum. For example,

you can study the possible social effects of increasing birth rates in countries or analyze the effects of proposed immigreation laws on urbanization in differen t parts of the country. The adaptability of SPREADSHEETS to Social Studies is almost unlimited. What follows is a project, developed for my 10th grade class to illustrate life in the Middle Ages, that got the students to want to use a SPREADSHEET and then use it. Students do not automatically want to use something unless they can see it is to their advantage. But first, let us see how this activity will work by pretending we have just 'booted up' a "Tutor" program which displays the following:

MAIN MENU

I. INTRODUCTION

II. HISTORICAL BACKGROUND

III. LORD OF THE MANOR ACTIVITY

IV. SCENARIOS

V. USE OF SPREADSHEETS

VI. DEBRIEFING

SELECT ONE

I. INTRODUCTION

The purpose of the Introduction was three-fold:

1. To present a brief overview of the Middle Ages
2. To identify and define major terms and concepts
3. To introduce the idea of the activity.

II. HISTORICAL BACKGROUND

This section states a rationale for the independent research work that the student must complete. Readings and questions were outlined to help them in their investigations of the Middle Ages.

III. LORD OF THE MANOR ACTIVITY

This section describes the activity in which students, acting as a Lord of a Manor, must decide about how to alloccate their resources to run the manor. This activity is the vehicle in which students, by trying to figure out how best to allocate their resources, weill learn about conditions during the Middle Ages.

IV. SCENARIOS

It is in this section that the activity forces the students to think through their choices. These scenarios are structured in such a way as to show how various conditions in the Middle Ages could impact on life within a Manor. Once the students have made their choices, a scenario is randomly selected. Depending upon the events of the scenario, students' overall rating may change. It is this interaction between planning and the enactment of a scenario that the major ideas of the Middle ages come to light.

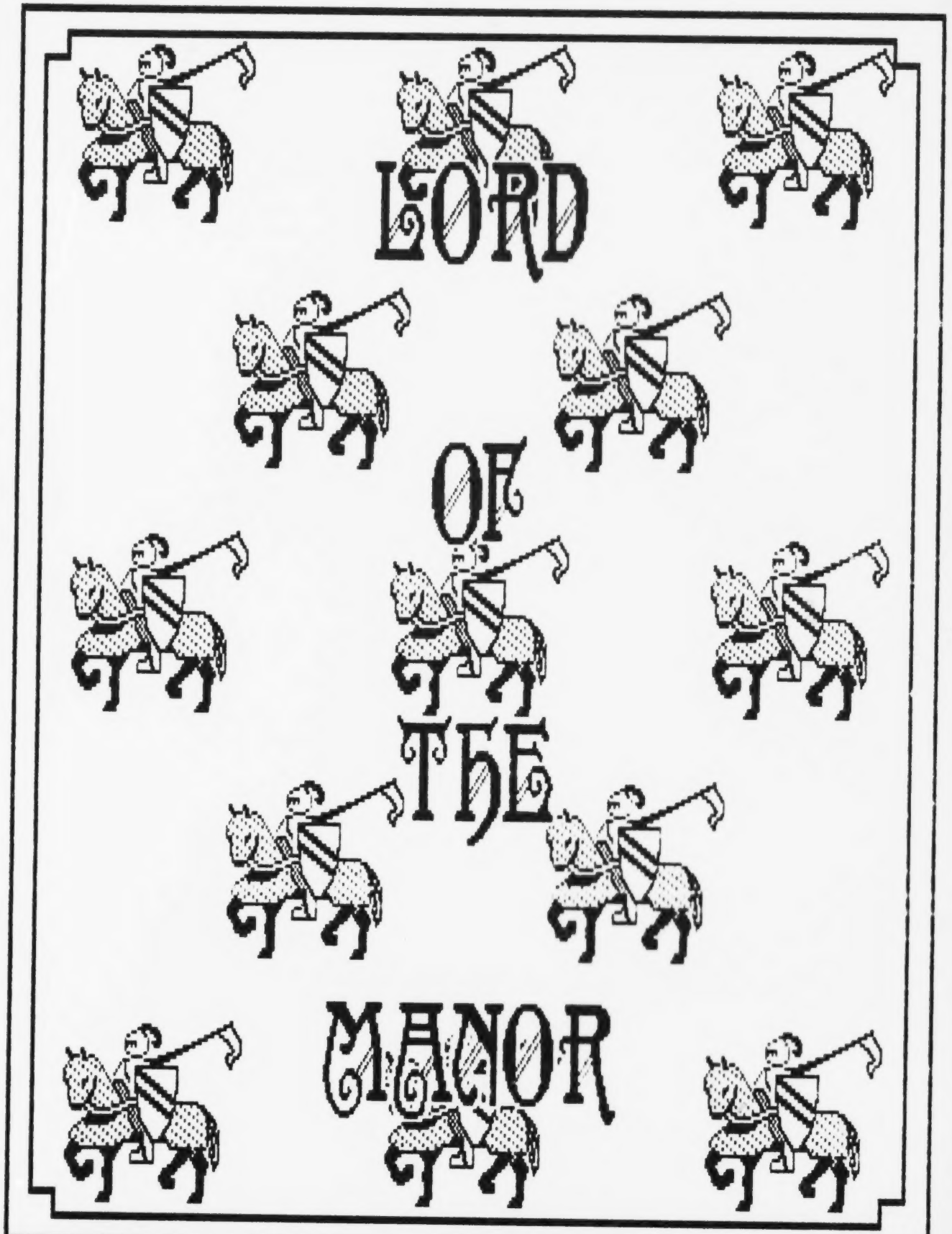
V. USE OF SPREADSHEETS

The activity is structured in such a way that figures must be constantly recalculated -- an almost impossible task to do manually. This difficult reality intentionally was put into the activity so as to frustrate them and thus introduce them to the idea of using a SPREADSHEET to ease their burden. Students were then asked to figure out a format that would make the calculations programmable (See Exhibit A).

VI. DEBRIEFING

Such activities as these are fun. However, the debriefing section is the crux of the project. It is in this section that the students must compare and contrast the knowledge of the Middle Afes they have gleasned from their readings with the scenarios in the game. Various factors, such as guilds, the rise of towns, etc., were deliberately ommitted, in order to force the students into suggesting ways in which the activity could be improved, both historically and procedurally.

Following, is the actual packet each student received:


LORD
OF
THE
MANOR

MAIN MENU

I. INTRODUCTION

II. HISTORICAL BACKGROUND

III. LORD OF THE MANOR ACTIVITY

IV. SCENARIOS

V. USE OF SPREADSHEETS

VI. DEBRIEFING

SELECT ONE

I. INTRODUCTION

The period from the fall of Rome in 476 A.D. to the rise of Modern European Nations (1400's) is known as the "Medieval Period" or the "Middle Ages". In Geography, Government, Religion, and Language, Western Europe became a alnd distinct from both Eastern Europe and the Moslem World. One could say that the Middle Ages marks the birth of Europe as we know it today. This age was ushered in by the fall of Rome. In the north, Britain was overrun by tribes known as the Anles, the Saxons and the Jutes. Frankish tribes spread into Gaul and the Vandals went south, into Spain and North Africa. Out of this chaos, a distinctive social and political pattern emerged. Historians have named this political arrangement, "Feudalism."

Since there was a breakdown of centralized government, the weaker sought protection from the stronger. This process resulted in a decentralized social structure in which the powers of government were held by private Lords over persons (Vassals) who were economically dependent upon them. This relationship between Lord and Vassal (Knight) was a contractual one involving reciprocal obligations. In return for protection and the use of land, the Vassals were bound to obey, serve and compensate their Lord.

Medieval Times saw the landed nobility become great Lords who ruled over their domains (Manors) as miniature countries. They maintained their own armies and regulated the structure of life in their local areas. Large warrior groups of Vassals were created by extensive gifts of land and they developed into a prominent, professional, military class with its own code of Knightly conduct (known as Chivalry). Most of the workers, who were not strong enough or wealthy enough to be a Lord or a Knight, were known as Serfs. Serfs toiled the land for the benefit of their Lord who protected them from other Lords. Thus, Feudalism created a social order in which most Serfs worked the land, Clergy prayed, and the Nobility maintained law and order.

This brief introduction just outlines some of the most important facts about Feudalism in Europe. It does not explain how the system operated. If one wants to fully understand this time period, one must explore how Feudalism worked. There is an old Chinese saying that states:

> Tell me, and I will forget!
> Show me, and I will remember!
> Involve me, and I will understand!

With this thought in mind, the next step in understanding the Middle Ages will be for you to do the Lord of the Manor activity in which you, as a Lord must make various decisions about how to run your Manor. However, to do the activity well, you must research this time period. Unit II will help you.

PRESS <RET>

II. HISTORICAL BACKGROUND
(The Whats and the Hows)

In today's world, it is necessary for you to know how to acquire and interpret information presented in various ways. With this thought in mind, you will use your textbook as a basis for your research. The following information will guide you in your search.

RATIONALE

Reading is not a passive activity. The relationship between a book and its reader is a two-way street. A book presents information about a certain subject or topic. It is the reader's task to carefully examine the given materials. This examination demands that the reader:

Comprehend terms and concepts,
Evaluate conclusions and generalizations, and
Judge the significance of data.

To assist you on your journey, a series of questions is outlined for each unit. The questions revolve around the following three major categories:

CATEGORIES	PURPOSE
1. Chapter Check-up (CC)	To review major facts, terms, and concepts
2. For further Thought(FFT)	To go beyond the given, by comparing, analysing, summarizing and applying information.
3. Developing Basic Skills(DBS)	To increase your ability to use various forms of information.

REQUIRED READING

UNIT III: MIDDLE AGES IN WESTERN EUROPE

CHAPTER	READ PAGES	QUESTIONS
Foundations of Medieval Europe	165-183	CC #3,5 DBS #2
Height of Medieval Civilization	185-201	CC #7 DBS #3
Building National Monarchies	203-210 213-218	DBS #2

PRESS <RET>

III. LORD OF THE MANOR ACTIVITY

At the start of each year (round), the Lord, based on the previous year's food production, must decide how to organize the Manor. To simplify things, FOOD will represent the Lord's total resources. Last year the Manor was able to produce 14,000 pounds of FOOD. Therefore, you will each start the activity with this amount. The Lord, like any businessperson, must decide how best to divide up (allocate) the limited amount of resources owned. The Lord must consider the following:

1. FOOD must be produced on the Manor. The yearly food requirement of each serf (worker) is 60 pounds. How much the serf produces each year, will depend upon a yearly PRODUCTION RATE. This rate is subject to change depending upon certain events that will occur. As the activity starts, the PRODUCTION RATE will be 100 pounds. In other words, although each Serf costs 60 pounds of food a year, they produce 100 pounds.

2. Since you are living in a large castle, you may need help in running the Manor and keeping you comfortable. Servants will do this, but they cost 200 pounds of FOOD each, per year.

3. During the Middle Ages, Religion played a central role in the lives of the people. You may want to allow some clergy to live on your Manor. Clergy require 400 pounds of FOOD each, per year.

4. In the Middle Ages, Knights were like soldiers. They helped protect the Manor. Knights, with a horse, each require 600 pounds of FOOD each year.

5. Since the Manor was basically a self-sufficient unit, you may want to keep some FOOD in RESERVE in order to deal with some unexpected event. You may keep as much or as little as you wish.

The above information is summarized as follows:

ITEM	COST
SERF	60 lbs
SERVANT	200 "
CLERGY	400 "
KNIGHT	600 "
RESERVES	??? "

OBJECT OF THE ACTIVITY

The object of the activity is to score a higher MANAGEMENT FACTOR then your opponent. The MANAGEMENT FACTOR is a number obtained by multiplying the following:

1. PRODUCTION LEVEL (Which may change during the activity, depending on various events)
2. COMFORT LEVEL (.2 for each SERVANT you put on your Manor)
3. SPIRITUAL LEVEL (.5 for each CLERGY you put on your Manor)
4. PROTECTION LEVEL (.2 for each KNIGHT you have on your Manor)
5. RESERVE LEVEL (.0004 for every pound of FOOD you keep in Reserve)

DOING THE ACTIVITY

To see how to set all of this up, look at the following allocation sample (Remember, you are starting off with 14,000 pounds of FOOD):

What I want	What it will cost (FOOD)	What I get
100 Serfs	100 X 60 = 6,000 lbs	a PRODUCTION LEVEL of 100 X 100 = 10,000 lbs
10 Servants	200 X 10 = 2,000 "	a COMFORT LEVEL of .2 X 10 = 2
3 Clergy	400 X 3 = 1,200 "	a SPIRITUAL LEVEL of .5 X 3 = 1.5
6 Knights	600 X 6 = 3,600 "	a PROTECTION LEVEL of .2 X 6 = 1.2
Reserves	= 1,200 "	a RESERVE LEVEL of .0004 X 1,200 = .48

The results of Round 1, assuming that you chose this division for your FOOD resources, would be as follows

Total FOOD resources with which to begin Round 2:

FOOD produced by the Serfs in Round 1	= 10,000 lbs
FOOD you held in Reserve	= 1,200 "
	11,200 "

Although FOOD is important, there are other things you must take care of. To see how well you managed your Manor, a figure,

called the MANAGEMENT FACTOR will be calculated, using all the items that affected your Manor. This is calculated at the end of each Round as follows:

	PRODUCTION LEVEL		100
(multiplied by the)	COMFORT LEVEL	X	2
" " "	SPIRITUAL LEVEL	X	1.5
" " "	PROTECTION LEVEL	X	1.2
" " "	RESERVE LEVEL	X	.48

MANAGEMENT FACTOR FOR ROUND 1 = 172.8

You will be matched against an opponent. You will play five Rounds. Your opponent will check your moves for accuracy. Then you will switch roles. The one with the highest MANAGEMENT FACTOR wins.

However, just as in life, what one expects to happen, does not necessarily mean that it will happen. The activity has in it, 24 things that might have occurred during the Middle Ages.

PRESS <RET>

IV. SCENARIOS

Once you have decided how to divide your resources, the teacher will randomly select one of the scenarios from the group of 24 listed below. Depending upon what you chose, the scenarios will affect your RESERVE LEVEL and/or the PRODUCTION LEVEL. You must then make the changes called for and finally recalculate how much FOOD you have for the next Round and how your MANAGEMENT FACTOR stands. To plan properly, it is suggested that you analyze all the possible things that could happen to you below:

1. A DROUGHT OCCURS DURING THE PLANTING SEASON. REDUCE PRODUCTION LEVEL BY 5%.

2. A FIRE STARTS IN THE CASTLE. THE SERVANTS RUSH TO FIGHT IT. IF YOU HAD A COMFORT LEVEL ABOVE 1, THE FIRE DAMAGE IS SMALL. IF COMFORT LEVEL IS 1 OR LESS, FIRE DAMAGE IS GREAT AND YOU MUST REDUCE YOUR RESERVELEVEL BY 2,000 POUNDS. IF YOUR RESERVES ARE NOT ENOUGH, YOU MUST REDUCE YOUR SERFS AT THE RATE OF 1 FOR EVERY 100 POUNDS YOU ARE SHORT.

3. IT HAS BEEN A GOOD YEAR. INCREASE PRODUCTION LEVEL BY 10%.

4. THE NEIGHBORING LORD WANTS TO EXPAND INTO YOUR TERRITORY. IF YOUR PROTECTION LEVEL IS LESS THAN 1.3, THEN REDUCE YOUR RESERVE LEVEL BY 2,500 POUNDS.

5. THERE IS WIDESPREAD DISSATISFACTION AMOUNG THE SERFS IN YOUR AREA. THE CLERGY IS CALLED UPON TO QUIET THINGS DOWN. IF YOUR SPIRITUAL LEVEL IS LESS THAN 1, REDUCE PRODUCTION LEVEL BY 10%.

6. IT HAS BEEN A GOOD YEAR. INCREASE PRODUCTION LEVEL BY 5%.

7. A BLIGHT STRIKES THE CROPS. IF RESERVE LEVEL IS BELOW 1,500, THEN YOU MUST REDUCE YOUR RESERVE LEVEL BY 2,000 POUNDS. IF RESERVE LEVEL IS 1500 OR ABOVE, REDUCE YOUR RESERVE LEVEL BY 200 POUNDS.

8. PLAGUE APPEARS IN CASTLE WHICH IS SPREAD BY UNSANITARY CONDITIONS. IF COMFORT LEVEL IS BELOW 2, THEN REDUCE YOUR RESERVE LEVEL BY 2,500 POUNDS.

9. IT'S TIME AGAIN TO PROVE THAT KNOWLEDGE IS POWER. IF YOUR ANSWER TO THE TEACHER'S QUESTION IS CORRECT, INCREASE YOUR PRODUCTION LEVEL 10%. IF YOUR ANSWER IS INCORRECT, REDUCE YOUR PRODUCTION LEVEL BY 10% (QUESTIONS WILL BE BASED ON BACKGROUND READING).

10. IT HAS BEEN AN EXCELLENT YEAR. INCREASE YOUR PRODUCTION LEVEL BY 20%.

11. THE KING, ANSWERING THE CALL OF THE POPE, PLANS TO JOIN A CRUSADE TO RESCUE THE HOLY CITY. THE KING DEMANDS KNIGHTS FROM YOU. IF YOUR PROTECTION LEVEL IS BELOW 1.3, THEN REDUCE YOUR RESERVE LEVEL BY 3,000 POUNDS.

12. THE LOCAL BISHOP IS ANGRY AT LORDS WHO DO NOT ADMINISTER TO THE SPIRITUAL NEEDS OF THE SERFS. IF YOUR SPIRITUAL LEVEL IS LESS THAN 1, REDUCE PRODUCTION LEVEL BY 10%. IF YOUR PRODUCTION LEVEL IS 1 OR ABOVE, INCREASE YOUR PRODUCTION LEVEL BY 10%.

13. IT HAS BEEN A GOOD YEAR. INCREASE PRODUCTION LEVEL BY 5%.

14. IT'S TIME AGAIN TO PROVE THAT KNOWLEDGE IS POWER. IF YOUR ANSWER TO THE TEACHER'S QUESTION IS CORRECT, INCREASE YOUR PRODUCTION LEVEL 10%. IF YOUR ANSWER IS INCORRECT, REDUCE YOUR PRODUCTION LEVEL BY 10% (QUESTIONS WILL BE BASED ON BACKGROUND READING).

15. A FLOOD OCCURS. IF MANAGEMENT FACTOR IS LESS THAN 200, REDUCE YOUR RESERVE LEVEL BY 2,000 POUNDS.

16. BISHOP CALLS FOR THE BUILDING OF A NEW CATHEDRAL. IF YOUR SPIRITUAL LEVEL IS LESS THAN 1, REDUCE THE NUMBER OF SERFS YOU HAVE BY 20.

17. WHEN THE MANOR IS WELL-MANAGED, EVERYONE IS HAPPY. IF MANAGEMENT FACTOR IS ABOVE 250, THEN INCREASE SERFS BY 20% (ROUND OFF TO NEXT HIGHEST NUMBER).

18. IT HAS BEEN A GOOD YEAR. INCREASE PRODUCTION LEVEL BY 5%.

19. YOU ARE THREATENED WITH INVASION BY A NEIGHBORING LORD. IF YOU HAVE A SPIRITUAL LEVEL GREATER THAN 1, THE BISHOP WILL ACT AS A PEACE-MAKER AND THE THREAT IS REDUCED. IF NOT, REDUCE YOUR RESERVE LEVEL BY 1,000 POUNDS.

20. PLAGUE SPREADS THROUGH YOUR FIEF. IF MANAGEMENT FACTOR IS LESS THAN 200, REDUCE YOUR RESERVE LEVEL BY 2,000 POUNDS.

21. YOUR NEIGHBORING LORD IS PREPARING TO FIGHT A WAR. THE LORD HAS GATHERED TOGETHER MANY KNIGHTS WHO ARE EXPERIENCED FIGHTERS AND HAVE BROUGHT THE LORD'S PROTECTION LEVEL TO 1.3. IF YOU HAVE A LOWER PROTECTION LEVEL DECREASE YOUR RESERVE LEVEL BY 2,000 POUNDS.

22. 10% OF YOUR SERFS DECIDE TO JOIN THE "CHILDREN'S CRUSADE" TO SAVE THE HOLY LAND.

23. IT HAS BEEN A GOOD YEAR. INCREASE PRODUCTION LEVEL BY 10%.

24. IT'S TIME AGAIN TO PROVE THAT KNOWLEDGE IS POWER. IF YOUR ANSWER TO THE TEACHER'S QUESTION IS CORRECT, INCREASE YOUR PRODUCTION LEVEL 10%. IF YOUR ANSWER IS INCORRECT, REDUCE YOUR PRODUCTION LEVEL BY 10% (QUESTIONS WILL BE BASED ON BACKGROUND READING).

* THIS ACTIVITY INVOLVES A GREAT NUMBER OF MATHEMATICAL COMPUTATIONS. LET US SEE HOW THE COMPUTER CAN HELP YOU SIMPLIFY YOUR TASKS.

PRESS <RET>

V. SPREADSHEETS

SPREADSHEETS are used for accounting, budgeting, forecasting, or other numerical planning and modeling tasks. When you use a SPREADSHEET, it helps you to visualize a series of rows and columns. one of the primary advantages of SPREADSHEETS is the automatic recalculation of all formulas and functions. You may make changes to one variable and the overall change to other variables is automatically calculated. This would eliminate the constant recalculations necessary in this game.

GETTING STARTED

SPREADSHEETS are very useful tools, but they require careful planning for them to be accurate. To help you design your SPREADSHEET, answer the following series of questions:

QUESTION: What problem am I trying to solve?
YOUR ANSWER:

QUESTION: What information will be needed?
YOUR ANSWER:

QUESTION: How should it be arranged on the SPREADSHEET?
YOUR ANSWER:

QUESTION: What formulas, if any, will be needed?
YOUR ANSWER:

Now, with your ideas on paper, you should now be able to create and use a SPREADSHEET for the game.* Listed below are some of the elements of a SPREADSHEET:

ELEMENTS OF A SPREADSHEET

1. ROW: A horizontal line of information. ROWS are numbered on the left-hand side of the SPREADSHEET and usually consist of from 1 to 999 ROWS.

2. COLUMN: A vertical line of information. COLUMNS are identified by letters along the top of the SPREADSHEET. The APPLEWORKS SPREADSHEET may contain 127 COLUMNS.

3. CELL: The basic unit of information in the SPREADSHEET. CELLS are located at the point where the ROW and COLUMN intersect.

PRESS <RET>

SPREADSHEET

ROUND	SERF	PROD RT	PROD YD	KNIGHT	PROT IND	CLERGY	SPIRITCT	SERVANT	COMF LL	RESERVES	SAFE NET	MGT FTR
ONE		100	0		0		0		0		0	0
ONE SCN		100	0		0		0		0		0	0
TWO			0		0		0		0		0	0
TWO SCN			0		0		0		0		0	0
THREE			0		0		0		0		0	0
THREE S			0		0		0		0		0	0
FOUR			0		0		0		0		0	0
FOUR SC			0		0		0		0		0	0
FIVE			0		0		0		0		0	0
FIVE SC			0		0		0		0		0	0

STUDENT'S NAME..... FINAL MANAGEMENT RATING.....

SPREADSHEET WITH FORMULAS

ROUND	SERF	PROD RT	PROD YD	KNIGHT	PROT IND	CLERGY	SPIRITCT	SERVANT	COMF LL	RESERVES	SAFE NET	MGT FTR
ONE		+100	+B5*C5		+E5*.2		+G5*.5		+I5*.2		+K5*.0004	+C5*F5*H5
ONE SCN		+100	+B6*C6		+E6*.2		+G6*.5		+I6*.2		+K6*.0004	+C6*F6*H6
TWO			+B10*C10		+E10*.2		+G10*.5		+I10*.2		+E10*.0004	+C10*F10*
TWO SCN			+B11*C11		+E11*.2		+G11*5		+I11*.2		+K11*.0004	+C11*F11*
THREE			+B15*C15		+E15*.2		+G15*.5		+I15*.2		+K15*.0004	+C15*F15*
THREE S			+B16*C16		+E16*.2		+G16*.5		+I16*.2		+K16*.0004	+C16*F16*
FOUR			+B20*C20		+E20*.2		+H20*.5		+I20*.2		+K20*.0004	+C20*F20*
FOUR SC			+B21*C21		+E21*.2		+G21*.5		+I21*.2		+E21*.0004	+C21*F21*
FIVE			+B25*C25		+E25*.2		+G25*.5		+I25*.2		+K25*.0004	+C25*F25*
FIVE SC			+B26*C26		+E26*.2		+G26*.5		+I26*.2		+K25*.0004	+C26*F26*

VI. DEBRIEFING

QUESTION: Did you enjoy the game?
ANSWER:

QUESTION: What strategy did you use in the game?
ANSWER:

QUESTION: Would you change your strategy if you played again? Explain.
ANSWER:

QUESTION: Based on your background readings, how historically accurate was the game?
ANSWER:

SIMILARITIES	DIFFERENCES

QUESTION: What changes, if any, would you make to the game in order to improve it?:
ANSWER: A) Historically:

B) Procedurally:

COULD A COMPUTERIZED GRADEBOOK SYSTEM HELP YOU?

Dr. Richard Germundsen

If you are a typical secondary school teacher, you probably have five classes of thirty (when you are lucky) students. Completing thirty graded assignments for each of four marking periods, could easily confront you with the need to manage more than 15,000 student grades during the school year. Mix in a few hundred late, missing, or make-up assignments, a pile of requests from the counselor or special services staff for reports on individual student progress, and then add the need to send out progress reports for students making less than their best effort, crunching and data handling. Anything which could lessen this burden should be a topic of great interest to teachers. This article will introduce you to electronic gradebooks, relate them to what research has suggested to be effective teaching, and share some ideas about how record management can be made a bit easier.

WHAT'S AN ELECTRONIC GRADEBOOK?

During the past several years, there has been a steady expansion in the number of educational software programs for the microcomputer. Teacher gradebook packages represent just one facet of what has become known as "teacher utility" programs. An electronic gradebook supplies the functions of a traditional paper gradebook, but also expands on it with easily accessible statistical descriptions of the grades, progress reports of the class or individuals, printouts to post grades, and many other useful options. These programs reside on a computer disk to which you save the individual scores of your students. With the scores on the disk, this data can then be electronically manipulated very quickly and reported back to you on a computer monitor or as a paper copy from the printer.

RECENT RESEARCH FINDINGS

Is it worth the effort to switch to an electronic grading system? The answer probably depends on your intentions, but consider some recent findings.

Germundsen and Glenn[1] conducted a junior high study with six

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[1]Richard Germundsen and Allen Glenn, "Computer gradebooks: Implications for teachers." The Computing Teacher, October, 1984, vol. 12, pp. 13-15.

teachers, 214 students, and 107 parents. From the teachers' perspective, two thirds felt that the computer did not save them time in the short run, yet 100% found the system more useful than the traditional method of keeping grades. The feeling was that it took extra time to type in scores, but in the long run you could do so much more with them, that it was worth the initial effort. Teachers also responded that all had received positive comments form parents, and that students liked the system and found it easier to keep track of their grades. Today, three years later, all the study teachers are still using the system and its use has spread to many colleagues.

The parents in the above study were also very supportive of the new system. Ninty-seven percent said they found the computer progress reports easy to understand, seventy-five percent liked the system better than the traditional system which it replaced, and ninty-one percent said they would like more teachers to adopt its use. Student opinions were of a like nature with eighty-seven percent saying they liked the system better, ninty-seven percent saying the printouts were easy to understand and that they were checking the printouts at least once a week, and forty-nine percent thought this new system was responsible for helping them to try harder in class.

Research by Thurn[2] had found earlier evidence to suggest that high school students liked the computer system better and believed they worked harder in class because of the computer printouts which the teacher posted. Burrowes and Burrowes[3] have suggested that computer gradebook systems spark an increased interest amoung students to their grades and help them feel more in control of their own destiny. All the above researchers have stated that teachers quickly discover they can provide more detailed information than they would if they had to write things out manually.

SOME INDICATORS OF EFFECTIVE TEACHING

Those teachers who pay close attention to effective teaching research results recognize there are productive teacher behaviors which relate positively to the monitoring of students. For example, effective teachers keep better track of students' progress and have a system which stresses the necessity for

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[2]D.A. Thurn, "Effects of frequently posted computer printouts of ranked student averages." Journal of Educational Technology Systems, 1982-83, vol. 11, pp. 307-313.

[3]T. Burrowes and S. Burrowes, "It's the end of the marking period--and there goes my weekend." The Computing Teacher, February, 1984, vol. 12, pp. 31-2.

students to complete all assignments.[4] These teachers maintain a system which clearly communicates there is a purpose to the class time, that the teacher is aware of what individual students are doing, and that students will be held accountable for their work. More effective teachers contact students frequently about low grades,[5] and they also help convey the importance of academic work by providing progress reports to the parents of all students.[6]

Through the active use of a computer gradebook system, a teacher can monitor student progress carefully, make provisions for frequent feedback to students and parents, and stress academic goals together with student responsibility to meet those goals.

WHAT AN ELECTRONIC GRADEBOOK WILL DO

O.K., so why bother to switch to a new system? What can you expect to gain?

For one thing, you will be able to get a quick printout of a class grade record that might look somewhat like figure 1 on the next page.

Most gradebook programs will generate a classlist grade record by name, and all in less than two minutes. Many programs will automatically list total points and a percent average; some will also supply standard deviations or convert assignment scores to z-scores for a more valid comparison and grade assignment. When the counselor asks for a report on how students are doing at midterm, it is more informative to print out a copy on the printer than it is to photocopy pages from a traditional gradebook. A printout with total points so far, a percent average for the student, a class average, and standard deviations for the class also furnishes the counselor with useful data which few teachers could find time to supply otherwise.

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[4]E. Emmer and C. Everston, Effective Management at the beginning of the School Year in Junior High Classes. (Report No. 6107) Austin: University of Texas Research and Development Center for teacher Education, March, 1980.

[5]M.E. Worsham, Student Accountability for Written Work in Junior High School Classes. Austin: University of Texas Research and Development Center for Teacher Education, March, 1981.

[6]Joseph F. Murphy, et al., "Academic press: Translating high expectations into school policies and classroom practices." Educational Leadership, December, 1982, vol. 40, pp. 22-6.

FIGURE 1[7]

CLASS: SOCIAL STDS. - 1 TEACHER: MR. ANDREWS
TERM: SECOND QUARTER DATE: DECEMBER 12, 1983

NO.	NAME	1	2	3	4	5	6	7	8	9	10	TOTAL	%
101	ANDREWS TOM	10	21	7	18	0	12	18	31	8	5	130	71.0%
102	BAKER MICHELLE	10	25	6	22	5	12	17	45	7	NG	149	81.4%
103	BERG TONI	14	25	7	23	0	15	30	34	7	NG	155	84.7%
104	BROWN NANCY	15	22	6	23	0	15	30	41	8	NG	160	87.4%
105	CARLSON SHELLY	10	21	4	21	0	9	30	27	7	4	133	72.7%
129	COOKE, PAULA	NG	NG	NG	NG	NG	10	30	38	8	NG	86	83.5%
106	DALE SCOTT	10	25	7	16	5	14	16	25	8	NG	126	68.9%
107	EDWARDS DENISE	10	23	7	17	0	11	0	37	8	5	118	64.5%
108	GREGORY STEVE	15	29	6	23	5	14	30	44	8	NG	174	95.1%
109	HANSON JEFF	13	17	7	0	5	0	0	33	8	NG	83	45.4%
110	HARPER CHRIS	13	26	6	20	5	13	20	39	7	4	153	83.6%
111	JOHNSON RON	10	21	5	5	0	0	5	38	6	5	95	51.9%
112	JONES AMY	14	25	7	17	0	14	27	37	8	NG	149	81.4%
113	KELLY STEVE	10	23	7	13	5	12	9	29	7	NG	115	62.8%
114	KING RHONDA	13	19	5	20	0	13	0	33	6	NG	109	59.6%
115	MADSON HEIDI	8	22	1	16	5	9	11	44	NG	NG	116	66.3%
116	MEYERS BRIAN	14	28	7	23	5	13	30	40	8	NG	168	91.8%
117	MIKELSON LISA	15	26	7	21	5	15	20	45	8	NG	162	88.5%
118	OLIVER ERIC	15	28	6	23	5	11	30	45	8	NG	171	93.4%
119	OLSON LINDA	10	23	7	17	5	7	21	27	4	5	126	68.9%
120	PAULSON RITA	10	26	7	23	5	15	30	46	8	5	175	95.6%
121	RICHARDSON JULIE	10	25	6	22	5	12	30	34	8	NG	152	83.1%
122	ROCHE TERESA	14	25	6	22	0	14	30	42	8	NG	161	88.0%
124	SHAW CHAD	10	18	7	0	0	0	27	29	7	NG	98	53.6%
123	SIMONS BRAD	15	26	7	22	5	13	24	44	8	4	168	91.8%
125	SORENSON BRIAN	13	0	6	16	0	10	26	40	7	NG	118	64.5%
126	THOMAS CAROL	13	21	7	17	0	14	0	30	7	NG	109	59.6%
127	TORES MIKE	10	0	7	15	5	11	0	22	6	NG	76	41.5%
128	WILSON LISA	12	18	6	22	5	12	23	37	8	NG	143	78.1%
	CLASS AVERAGES =	12	22	6	18	3	11	19	36	7	5		74.4%
	POSSIBLE SCORE =	15	30	7	23	5	15	30	50	8	0		
	AVERAGE % =	80	73	86	78	60	73	63	72	88	XX		

MR. ANDREWS
TERM: SECOND QUARTER
DATE: DECEMBER 12, 1983

ASSIGNMENT	POSSIBLE
1. CHARTS - GRAPHS	15
2. ESSAY NO. 1	30
3. CHAPTER 15 WKSHT	7
4. CHAPTERS 16-18	23
5. NOTEBOOK CHECK	5
6. SOC NETWORK DIAG	15
7. ESSAY TEST	30
8. MID-QUARTER TEST	50
9. CURRENT EVENTS	8
10. EXTRA CREDIT	0
TOTAL =	183

NUMBER OF STUDENTS = 29 CLASS MEAN = 74.4%
STANDARD DEVIATION = 15.11

STANDARD DEVIATIONS:	-2.0	-1.5	-1.0	-0.5	0	+0.5	+1.0	+1.5	+2.0
PERCENTAGE SCORE:	44.18	51.73	59.29	66.84	74.4	81.95	89.51	97.06	104.62

[7]Paul Rogne, **GRADEPOINT** computer program. 15530 Zirconium Street, NW, Ramsey, MN. 55303.

A second task made easier is that of informing students of their scores. In a large class it could conceivably take an entire class period to review grades with each student. However, with a gradebook program you can post a copy of the gradebook as often as you wish with only a few minutes at the computer. Most electronic gradebooks provide an option to print out student scores identified by a student ID number as in the following example:

FIGURE 2[8]

CLASS: SOCIAL STDS. - 1 TEACHER: MR. ANDREWS
TERM: SECOND QUARTER DATE: DECEMBER 12, 1983

NO.	1	2	3	4	5	6	7	8	9	10	TOTAL	%
101	10	21	7	18	0	12	18	31	8	5	130	71.0%
102	10	25	6	22	5	12	17	45	7	NG	149	81.4%
103	14	25	7	23	0	15	30	34	7	NG	155	84.7%
104	15	22	6	23	0	15	30	41	8	NG	160	87.4%
105	10	21	4	21	0	9	30	27	7	4	133	72.7%
106	10	25	7	16	5	14	16	25	8	NG	126	68.9%
107	10	23	7	17	0	11	0	37	8	5	118	64.5%
108	15	29	6	23	5	14	38	44	8	NG	174	95.1%
109	13	17	7	0	5	0	0	33	8	NG	83	45.4%
110	13	26	6	20	5	13	20	39	7	4	153	83.6%
111	10	21	5	5	0	0	5	38	6	5	95	51.9%
112	14	25	7	17	0	14	27	37	8	NG	149	81.4%
113	10	23	7	13	5	12	9	29	7	NG	115	62.8%
114	13	19	5	20	0	13	0	33	6	NG	109	59.6%
115	8	22	1	16	5	9	11	44	NG	NG	116	66.3%
116	14	28	7	23	5	13	30	40	8	NG	168	91.8%
117	15	26	7	21	5	15	20	45	8	NG	162	88.5%
118	15	28	6	23	5	11	30	45	8	NG	171	93.4%
119	10	23	7	17	5	7	21	27	4	5	126	68.9%
120	10	26	7	23	5	15	30	46	8	5	175	95.6%
121	10	25	6	22	5	12	30	34	8	NG	152	83.1%
122	14	25	6	22	0	14	30	42	8	NG	161	88.0%
123	15	26	7	22	5	13	24	44	8	4	168	91.8%
124	10	18	7	8	0	0	27	29	7	NG	98	53.6%
125	13	0	6	16	0	10	26	40	7	NG	118	64.5%
126	13	21	7	17	0	14	0	30	7	NG	109	59.6%
127	10	0	7	15	5	11	0	22	6	NG	76	41.5%
128	12	18	6	22	5	12	23	37	8	NG	143	78.1%
129	NG	NG	NG	NG	NG	10	30	38	8	NG	86	83.5%
CLASS AVERAGES =	12	22	6	18	3	11	19	36	7	5		74.4%
POSSIBLE SCORE =	15	30	7	23	5	15	30	50	8	0		
AVERAGE % =	80	73	86	78	60	73	63	72	88	XX		

NUMBER OF STUDENTS = 29 CLASS MEAN = 74.4%
STANDARD DEVIATION = 15.11

STANDARD DEVIATIONS:	-2.0	-1.5	-1.0	-0.5	0	+0.5	+1.0	+1.5	+2.0
PERCENTAGE SCORE:	44.18	51.73	59.29	66.84	74.4	81.95	89.51	97.06	104.62

The posted ID printout affords some confidentiality, and allows students to check grades before or after school, during passing time, or at other proper times during a class period. Although a teacher could do the same posting with photocopies or

[8]Rogne.

a hand copied list of grades, it would usually take more time to prepare such information.

How often has the office, nurse or library asked for a list of the students in your class? Again, you could make a photocopy of your gradebook; however, many electronic programs will make a quicker and more legible list of the students. These quickly produced lists also become handy around the classroom for recording book numbers, payments for field trips, or as temporary score sheets.

Some of the better programs will generate a list of students who have missing assignments, as the following illustration has done:

FIGURE 3[9]

SOCIAL STDS. - 1 MR. ANDREWS

STUDENTS MISSING ASSIGNMENT:

WORKSHEET PACKET

CARLSON SHELLY
HANSON JEFF
MADSON HEIDI

SOCIAL STDS. - 2 MR. ANDREWS

STUDENTS MISSING ASSIGNMENT:

WORKSHEET PACKET

ABBOT CARRIE
COTTER STEVEN
JOHNSON CURT
KARLSON JOODY
MCFARLAND DALE

It can be difficult to find all the blank spots in the gradebook grid, so use of this option gives a teacher a means to assure that students with missing assignments are notified, and it provides a quick reference by which teachers can direct their personal contacts with students.

And then there are progress reports. It can take hours and even days to write personal notes which share student progress

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[9]Rogne.

with a parent or guardian. Many gradebook programs will print out individual student records with all assignments and scores listed; some even create a special comments section as does the following:

FIGURE 4[10]

MIKELSON,LISA — Second Quarter
SOCIAL STDS. - 1 — December 16, 1985
TEACHER: MR. ANDREWS

ASSIGNMENT	POSSIBLE	SCORE	%	
1.CHARTS - GRAPHS	15	15	100.0	
2.ESSAY NO. 1	30	26	86.7	
3.CHAPTER 15 WKSHT	7	7	100.0	
4.CHAPTERS 16-18	23	21	91.3	
5.NOTEBOOK CHECK	5	5	100.0	
6.SOC NETWORK DIAG	15	15	100.0	
7.ESSAY TEST	30	20	66.7	
8.MID-QUARTER TEST	50	45	90.0	
9.CURRENT EVENTS	8	8	100.0	
10.EXTRA CREDIT	0	NO GRADE.		NOT REQUIRED.
STUDENT'S TOTALS =	183	162	88.5	

EXCUSED MISSING ASSIGNMENTS ARE NOT COUNTED IN STUDENT TOTALS.

Individual student's scores can be printed out as at the left showing the assignments, scores and percentages. plus totals. Notice the different treatment for extra credit assignment number 10.

The same type of printout can be obtained with the addition (see below) of custom designed comments and a space for a parent signature. You can design the comments to say whatever you want. Comments can be deleted, changed or added. Notice on this sample the results on assignments number 1, 5 and 10. These show the differences between NO GRADE, zero, and extra credit. For this student, assignment number 1 does not count, thus a diffent total possible score than for other students.

LUND,CRAIG — Second Quarter
SOCIAL STDS. - 2 — December 16, 1985
TEACHER: MR. ANDREWS

ASSIGNMENT	POSSIBLE	SCORE	%	
1.CHARTS - GRAPHS	15	NO GRADE.		NOT REQUIRED.
2.ESSAY NO. 1	30	15	50.0	
3.CHAPTER 15 WKSHT	7	5	71.4	
4.CHAPTERS 16-18	23	15	65.2	
5.NOTEBOOK CHECK	5	0	0.0	
6.SOC NETWORK DIAG	15	11	73.3	
7.ESSAY TEST	30	24	80.0	
8.MID-QUARTER TEST	50	37	74.0	
9.CURRENT EVENTS	8	8	100.0	
10.EXTRA CREDIT	0	5	EXTRA	
STUDENT'S TOTALS =	168	120	71.4	

EXCUSED MISSING ASSIGNMENTS ARE NOT COUNTED IN STUDENT TOTALS.

EFFORT.....	EXCELLENT	(GOOD)	INCONSISTENT	POOR
WORK HABITS....	EXCELLENT	GOOD	(INCONSISTENT)	POOR
BEHAVIOR.....	(EXCELLENT)	GOOD	INCONSISTENT	POOR
ATTITUDE.....	EXCELLENT	(GOOD)	INCONSISTENT	POOR
LETTER GRADE	A	B	(C)	D	F

(PARENT SIGNATURE)

This option makes it possible to print progress reports for all your students in less than an hour. The option makes it easy to provide a student's record for a counselor or for a parent-teacher conference. As most programs allow you to print a copy on paper or see it on a computer monitor, an electronic gradebook can be a useful tool to have operating during parent-teacher conferences. When the parent comes in, you can call up the student's record and focus the conference on academic progress or the lack thereof. Parents are often impressed by your use of technology, and usually find it easier to read than a traditional gradebook layout.

SOME CAUTIONS

For most teachers the utilization of an electronic gradebook system will afford far more advantages than disadvantages, but be aware of some potential drawbacks.

Most schools can not, or will not, provide each teacher with a personal computer to use at the teacher's convenience. Although many progressive districts have seen to it that there are computers reserved for staff use only, the typical situation is that a teacher would have to make use of an instructional machine when it is not in use by others. This situation makes it difficult to record student scores. Therefore, unless you have a computer at home, an aide who can enter scores for you, or are lucky enough to have easy access to school machines, a computer gradebook system may not be for you.

Second, if many teachers in the same building switch to computer grading, there will quickly become a shortage of computers to use. As most schools own more computers than they do computer printers, there can often be a waiting line to make printouts. Gradebook programs also consume vast quantities of computer printer paper and ribbons. Some schools have had to modify department budgets and solve problems about requisitions for adequate supplies.

Third, as with all consumer products--**Caveat emptor!** Some of the programs on the market are pure junk. Other programs have not been properly field tested. Many programs are limited in the memory space they have available, and teachers with many students or those who intend to record large numbers of scores for each student should be ever aware of a program's limits. The penalty for not heeding the warning could be lost or scrambled records.

A fourth caution to consider is that gradebook programs vary to a great extent in the options they supply the computer user. Reputable sellers will send a demo disk or brochure explaining what their program will do. Better yet, talk to several

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electronic gradebook users about the program they use, or ask your school district to supply inservice speakers or retailers to come in and demonstrate some of the programs. Germundsen and Glenn[11] supplied an address list for many of the programs, Taffee[12] compared seven programs and their options, and Shalvoy[13] reviewed the features of a dozen programs.

Once you begin using a computer gradebook, you should have a back-up copy of the program and your records, and print out a paper copy of those records weekly to use if your disk is lost, stolen, or damaged. A computer gradebook will make frequent disk access and cause wear to the disk. Therefore, consider transferring the program and records to a new disk several times a year.

Lastly, do not allow the computer and its printouts to entirely take over your role as a provider of feedback to your students. In this era of rapidly expanding technology, the human touch or interpersonal relationships has become increasingly important. Instead, be determined to make use of the computer technology as a tool to increase the amount and quality of the feedback you provide to learners and their parents.

Like many teachers before you, you are likely to find a computer gradebook an easy entry into the computer world. Many have gone on to create worksheets and quizzes via word processing, to use data base programs for inventory, and have discovered a whole host of teacher utilities to create crossword puzzels, word finds, electronic tests and scorers. . . all without ever having to learn a computer programming language.

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[11]Germundsen and Glenn.

[12]Stephen Taffee, "A comparative look at educational software: Grade reporting packages." Electronic Learning, February, 1984, vol. 3, pp. 72-3.

[13]Mary L. Shalvoy, "Use an electronic gradebook." Electronic Learning, November/December, 1985, vol. 5, pp. 26-9.

USING THE COMPUTER FOR CLASSROOM MANAGEMENT

Patricia Hanham

Last year, I had found that I was buried under a mound of paper work from which I barely dug myself out by the end of the school year. The mound for this year has turned into a mountain. For example, this year, we now have to send home the following letters with copies forwarded to the appropriate personnel:

1. a four day absent letter (two copies needed)
2. an eight day absent letter (two copies needed)
3. a letter indicating lateness to class (six copies)
4. a letter indicating class cuts (five copies needed)

In addition, corresponding summary sheets must be maintained.

Unfortunately, being completely unorganized by nature, I never seemed to have addresses, envelopes, forms, and grade book together when I needed them. Since my school uses the PFS (Personal Filing System) series of software by Software Publishing Corporation in our business and computer classes, I wondered if it could help an unorganized person as myself.

There are several advantages in selecting integrated software, such as PFS, rather than non-integrated software packages. The objective of integrated software is tro easily move from one application to another. The different programs in an integrated series may have similar commands and/or menus, or the screens may be similar in structure. For example, in all the PFS programs, pressing the F1 key accesses help screens.

The three packages I used were PFS:Write, the word processor, PFS:File, the database, and PFS:Report, the report generator. The manuals that come with the programs are well designed, well written and contain good examples explaining each of the features. Opting for ease of use, these programs sacrificed the power of more sophisticated integrated software packages. Nonetheless, these three programs met my needs for having data flow smoothly from one application to the next.

I started my project, "Get Organized," with PFS:File. It is an easy to use, menu driven database that allows you to design each record to your personal specifications. For example, once you have selected the "Design File" option from the main menu (illustrated, as follows),

Main Menu:

==========
PFS:FILE MAIN MENU
==========

1. Design file
2. Add forms
3. Copy
4. Search/Update
5. Print
6. Remove
E. Exit

Selection:

Directory or filename:

---

you are presented with a sub-menu (following) which allows you to choose from such things as designing a new file or making changes to a file you have previously created.

Submenu

DESIGN FILE MENU

1. Create a new file
2. Add, delete, or move items
3. Change existing item names
4. Specify formulas for calculated items

Selection:

After choosing to create a new file, you are presented with a blank screen. To enter field names, you simply type the label desired, followed by a colon, leaving enough room between the field names to enter the data at a later time. You are free to move anywhere around the screen, and you do not have to specify the type of data to be entered as numeric or text. Some thought should be done beforehand in designing the form. It should be planned on paper first to make sure that enough room is left for data entry and that all necessary fields have been included. Two

examples of forms that I used are shown below. One is for attendance and the other for grades. Once the student's name, address and other data common to both files have been entered into one file, it is not necessary to retype the data into the other file. By selecting option 3, "Copy from the main menu," the data can easily be transferred to the second file.

ATTENDANCE RECORD

```
LAST NAME:                  FIRST NAME:                  PERIOD:
                                                      SUBJECT NUM:
ADDRESS LINE 1:                                          SUBJECT:
ADDRESS LINE 2:                                            GRADE:
PARENT'S NAME:

Q1 ABSENSES:                                          Q1 LETTER:
Q2 ABSENSES:                                          Q2 LETTER:
Q3 ABSENSES:                                          Q3 LETTER:
Q4 ABSENSES:                                          Q4 LETTER:

CUT 1:                  DETENTION:                 PARENT LETTER:
CUT 2:
CUT 3:
CUT 4:
Q1 LATES:                                          Q1 DETENTION:
Q2 LATES:                                          Q2 DETENTION:
Q3 LATES:                                          Q3 DETENTION:
Q4 LATES:                                          Q4 DETENTION:
```

FIRST QUARTER

```
LAST NAME:                  FIRST NAME:                  PERIOD:
                                                      STUDENT NUM:
                                                         SUBJECT:
QUIZ 1:      TEST 1:      HW 1:      HW  6:               GRADE:
QUIZ 2:      TEST 2:      HW 2:      HW  7:
QUIZ 3:      TEST 3:      HW 3:      HW  8:
QUIZ 4:      TEST 4:      HW 4:      HW  9:
                          HW 5:      HW 10:

QUIZ AVG:
TEST AVG:
HW AVG  :
AVERAGE :
GRADE   :
COMMENTS:
```

I could have created one large file that would contain both grades and attendance data, but I find working with smaller files easier. I have designed a file for each quarter and a file for the end of the year summary.

After designing the layout of the form, the next step is to enter any formulas that might be necessary. The attendance form does not need any formulas. However, the form for determining grades does. Each teacher is able to use formulas based on the type of work done for each subject. For example, I calculate the quarterly average by averaging the quizzes and finding the total of the homework scores. I collect the homework assignments for the week and grade them on the basis of effort and corrections made using a scale of 0 to 10. The quiz average and the homework scores are averaged together with the test scores to determine the quarterly average. The formulas that I use for the entire quarter follows:

FIRST QUARTER

```
LAST NAME:                    FIRST NAME:                    PERIOD:
                                                          STUDENT NUM:
                                                              SUBJECT:
QUIZ 1:  #1  TEST 1: #11  HW 1: #21  HW  6: #26              GRADE:
QUIZ 2:  #2  TEST 2: #12  HW 2: #22  HW  7: #27
QUIZ 3:  #3  TEST 3: #13  HW 3: #23  HW  8: #28
QUIZ 4:  #4  TEST 4: #14  HW 4: #24  HW  9: #29
                          HW 5: #25  HW 10: #30

QUIZ AVG:  #5 = (#1+#2+#3+#4)/4
TEST AVG:  #31 = #21+#22+#23+#24+#25+#26+#27+#28+#29+#30
HW AVG  :  #32 = (#5+#11+#12+#13+#14+#31)/6
AVERAGE :
GRADE   :
COMMENTS:
```

If I want to change any formulas, I simply select from the "Main menu", #1. "Design file", followed by option #4 from the "Sub menu."

Following is an example of each form to which data has been added. Data is added by selecting option #2, "Add forms" from the "Main menu."

ATTENDANCE RECORD

LAST NAME: Simpsen FIRST NAME: Monica PERIOD: 2
SUBJECT NUM: 079865
ADDRESS LINE 1: 11 Jamaica Ave SUBJECT: Math 2
ADDRESS LINE 2: Ammerman, NY 11702 GRADE: 10
PARENT'S NAME: Mr. and Mrs. Lewis

Q1 ABSENSES: 9/10 9/11 9/23 9/24 Q1 LETTER: 9/24
Q2 ABSENSES: Q2 LETTER:
Q3 ABSENSES: Q3 LETTER:
Q4 ABSENSES: Q4 LETTER:

CUT 1: 9/24 DETENTION: 9/27, 9/28 PARENT LETTER: 9/24
CUT 2:
CUT 3:
CUT 4:
Q1 LATES: 9/7, 9/8, 9/9 Q1 DETENTION: 9/15
Q2 LATES: Q2 DETENTION:
Q3 LATES: Q3 DETENTION:
Q4 LATES: Q4 DETENTION:

FIRST QUARTER

LAST NAME: Miller FIRST NAME: Peter PERIOD: 2
STUDENT NUM: 091234
SUBJECT: Math 2
GRADE: 10

QUIZ 1: 69	TEST 1: 75	HW 1: 9	HW 6: 7.5
QUIZ 2: 83	TEST 2: 80	HW 2: 10	HW 7: 8
QUIZ 3: 54	TEST 3: 65	HW 3: 10	HW 8: 10
QUIZ 4: 95	TEST 4: 86	HW 4: 9	HW 9: 8
		HW 5: 10	HW 10: 9.5

QUIZ AVG: 75
TEST AVG:
HW AVG : 91.0
AVERAGE : 78.7
GRADE : C+
COMMENTS: Good progress this quarter.
Should ask questions and participate more in class.
Good attendance -- total days absent: 1

Each student receives a copy of their records at least twice during the quarter. In addition, I mail a copy to the parents midway through the quarter.

It is very easy to update a file by using option #4, "Search/Update", from the "Main menu." **PFS:File** also allows for partial searches. For example, if you wished to print only the records of all the students with averages less than 65, you would select option #5, "Print", from the "Main menu" and enter <65 after the field name **AVERAGE:** on the retrieve spec. Only the records of the failing students would be printed.

Based on the data stored in a file created through **PFS:File**, you can now create reports using **PFS:Report**. It follows a similar menu-driven format. You first select the records that are to be included in the report. Next you are able to enter a title for the report and other page layout specifications. Last, you are able to enter up to sixteen columns to be printed and the order in which they are to be printed. **PFS:Report** allows for calculated columns and features some mathematical functions including totals, subtotals, counts, and averages. The report following is an example of one of the reports that I print out after each test. It is posted on the bulletin board.

PER 2 -- CLASS RANK BY AVERAGE

ST NUM	AVERAGE
043295	97.33
093544	97.00
012909	94.33
094251	93.67
093632	90.33
095200	90.00
092073	87.67
012711	84.10
093225	84.00
093276	82.00
093802	65.33
090699	61.57
003529	57.00
094894	44.33
093244	43.33
093363	41.67
093300	41.33
Average:	73.82

Now comes the beauty of an integrated program. You can merge your database with your word processing package, **PFS:Write**. It is a simple-to-use, menu-driven program. Its screen display is a good WYSIWYG ("what you see is what you get") display. It also has the added features of on-screen editing, formatting and block moves. This latter feature allows you to experiment with text placement. You are able to move words, sentences, and paragraphs to different places in the document.

In my opinion, its best feature is ease of merging data from PFS files into a document created with **PFS:Write.** To merge data from the database to the **PFS:Write** document, you indicate the items to be filled in with asterisks. An example of a letter in which data from the attendance file has been merged follows:

MIDDLE COUNTRY
CENTRAL SCHOOL DISTRICT

SELDEN - CENTEREACH - LAKE GROVE
CENTEREACH, NEW YORK 11720

School Centereach High School

Date *PARENT LETTER*

PARENT'S NAME
ADDRESS LINE 1
ADDRESS LINE 2

Dear Parents:

This is to notify you officially that your child has cut my class as indicated below. A copy of this letter has been given to your son/daughter.

Name *FIRST NAME* *LAST NAME* Grade *GRADE*

Teacher Patricia Hanham Period *PERIOD* Subject Math

Date(s) of Cuts *CUT 1*

Date(s) of Detention Assigned *DETENTION*

If you would like to arrange a conference or have any questions regarding this matter, please call me at 555-1234

Yours truly,

_____
Teacher

NOTE: Please review the statement of the district cut policy below.

POLICY STATEMENT

A student will be dismissed from a course for continued unauthorized absences. Students who are dismissed will be assigned only to a supervised study area.

DISTRIBUTION

copy 1 - Parent
copy 2 - Student
copy 3 - Detention Supervisor
copy 4 - Teacher

Conclusion

Granted it was a lot of work typing in the data, but, once it was done, various options were available when I needed them. I was able to hand out to the students, individualized progress notes at least twice a quarter and mail copies home to the parents. In addition, their class rank, a report that lists the student number and current average sorted in descending order, is posted weekly. This additional communication between teacher and student and between teacher and parent has proven to be very effective. The response I get from both the students and parents regarding the progress reports make the effort worthwhile.